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The Business Educator

Devoted to Penmanship & Commercial Education

ROBERT S. COLLINS, 1860-1929

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Columbus, Ohio

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Compendiums, Practice Books, and Teachers' Manuals, a special Junior High School Manual and a Complete Teachers' Manual. Correlated Handwriting Books represent twenty years of scientific investigation and a generation of practical experience in teaching handwriting.

The copies are selected from the other school subjects, such as spelling, language, etc., which make them very interesting to teachers and pupils alike. The books are properly graded and the emphasis is upon actual writing, although sufficient formal drill is introduced to give the child the training in drill which be needs.

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This Complete Teachers' Manual is a compilation of Teachers' Manuals 1 to 6 and the Junior High School Manual and contains 248 pages. This Manual is especially well adapted for rural school teachers, normal school students, supervisors, and all teachers who have more than one grade in a room. This Complete Teachers' Manual should be in the library of every student of Penmanship. Single copy, postpaid, 70c.

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A work on modern engrossing, 8½x11½, 136 pages, containing complete courses in Roundhand, Broad-pen, Penciled and Freehand Lettering, and Wash and Pen Drawing. Presents a large number of beautiful full-page Resolutions, Diplomas, Certificates, Title Pages and examples of pen and brush work from the masters. It probably contains more information, ideas and inspiration than any book ever published on the subject. Price $2.50, postpaid.

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5x8½, 92 pages, takes the learner step by step from the simplest to the most complex. It covers thoroughly principles, exercises, words, sentences, verses, pages, capitals, combinations, card writing, etc. No other book on ornamental penmanship has been so carefully graded or so thoroughly planned for the home learner. Price $1.00, postpaid.

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A large design 22x28 inches, presenting the history of penmanship. It shows the various styles used at different period all harmoniously and skillfully blended and woven together with two beautiful female figures, lettering, flourishing and pen work as a border which binds the design together in a most pleasing way. It is truly a wonderful piece. Securely mailed in tube for 50c.

Progress

Mr. Zaner's famous eagle design, 22x28 inches, and is considered his masterpiece in flourishing. Well worthy of a place on your wall. Teachers use it as a prize in their penmanship classes very effectively. It inspires and arouses interest in pen work. Securely mailed in tube, 50c.

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A complete Course and Collection of Masterpieces. Starts at the beginning, showing how to make the simplest strokes and exercises and finishes with a great variety. The work represents the highest skill of the following penmen: Zaner, Brown, Canan, Lebman, Dennis, Blanchard, Flickinger, Kelchner, Glick, Darner, Madarasz, Collins, Behrensmeyer, Moore, Faretra, Spencer, Lupfer, Courtney, Schofield, Gaskell, Skillman, Dakin, Wesco. Size 8½x11 in., 80 pages, Price $1.00.

Freeman's Correlated Handwriting Scales

Freeman's Correlated Handwriting Scales for grades 3, 4, 5 and 6 show the standard for each grade, as well as a standard a little above and a standard a little below the average. These Handwriting Scales answer the oft repeated question, "How well should a pupil write in Grade 3?; in Grade 4?, etc." A set of Freeman's Handwriting Scales for grades 3, 4, 5, and 6 will be sent, postpaid, for 50c.

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These Scales are issued in three forms, as follows:

Scale 1, for grades 1 and 2.
Scale 3, for grades 3 and 4.
Scale 5, for grammar grades and high school.

These Handwriting Scales were first published in 1915 and are being used quite extensively. The Zaner Handwriting Scales and Standads contain actual handwriting specimens from the various grades, as well as suggestions regarding position, form, movement and speed. A set of these Scales will be sent, postpaid, for 50c.

Desk Scales

Five Scales for grades 2 to 8, printed on heavy cardboard. These Scales are size 6"x8" and contain model specimens of handwriting, as well as samples of typical handwriting for each grade. They also contain suggestions regarding the use of the Scales in each particular grade. The size of these Scales makes them very convenient for use on the pupils' desks, and it is intended that each pupil be supplied with an individual Scale for his grade. A set of these Scales will be sent, postpaid, for 45c.

The Zaner-Bloser Company
Columbus, Ohio

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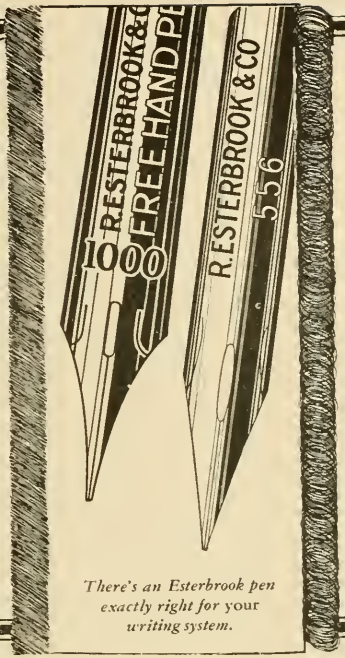

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Dear Friend:

I wish I could have a heart to heart talk with you and tell you about our plans for The Business Educator. You may have some suggestions you would like worked out in the Educator.

We are going to try to maintain the high standards of the B.E. and, if possible, raise them. We are planning for lessons and articles with the view of promoting Handwriting in all its branches.

The new course of lessons by G. Greene is an exceptionally instructive one. Mr. Greene gets results and shows how he does it.

Yes, we have some of the finest work ever produced which we plan to run this coming year. It includes work from Bloser, Zaner, Taylor, Behrensmeyer, Courtney, Canan, Bailey, Tampman, Madaras, Lister, Brown and others.

You can help by suggesting what you would like published and who can produce it. If we are going to reach our goal all must help. You are interested in penmanship the same as we are and we believe you will cooperate all you can.

Remember, subscriptions are needed. Your name and the name of every one of your pupils and fellow teachers should be on our subscription list. Get up a club and help the good work along. How many samples of The Business Educator can you use?

Sincerely yours,

Lupfer
Editor

New Material for a Complete Course In Gregg Shorthand

The Gregg Shorthand Manual, Anniversary Edition

The most scientific presentation of shorthand theory that has ever been published. Based on years of extensive research. The principles have been arranged in the order of the frequency of their use in the most common words according to the Horn Study. Twelve chapters, divided into thirty-six short teaching units. Reading and dictation material more than doubled. Vocabulary includes most of the first three thousand words of the Horn list. List price, **$1.50.**

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The inseparable companion to the Manual, giving the student the opportunity to put his reading and writing skill into immediate practical use by means of selected business letters and articles of exceptional educational value. Part I consists of twelve speed studies, one for each chapter of the Manual, filled with graded material supplementing the Manual. No overlapping; no wasteful duplication. All the studies are written in shortland with the exception of one writing test given in type at the end of each study. The use of this book with the Manual will eliminate all tiresome reviews and will build up from the first lesson a rapid style of writing. List price, **$1.20.**

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The popular test book in a new dress. Thirty-six short but most effective tests on the thirty-six units of the Manual, using a vocabulary of over fifteen hundred words selected mainly from the fourth and fifth thousand words of the Horn list, in this way assuring the extension of the student's working vocabulary and the elimination of useless repetition. List price, **50 cents.**

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A dictation book plus—new in content and method. A visible vocabulary of 5,000 shorthand outlines, each one opposite the word it represents. Over 500 letters and 56 articles rich in business procedure and cultural content. Arranged according to a gradual progression in syllable intensity and word length. This advanced dictation book is in no way a substitute for Gregg Speed Studies, which it should follow immediately. Each plays a definite part in building up shorthand-writing skill. List price, **$1.40.**

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ZANERIAN OBLIQUE PENHOLDERS

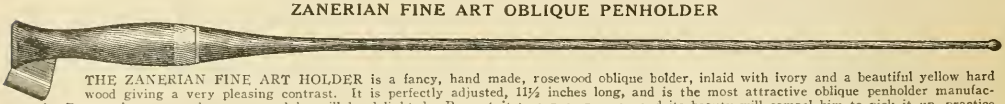
The main idea of the oblique penholder is to assist in making smooth shades. When using a straight holder it is necessary to turn the hand to the left to some extent in order that smooth shades may be made if desired. When using the oblique holder the hand can remain in the usual and more natural position since the pen is held by the holder at the proper angle at which smooth shades can best be made. Of course, it is all right to use the oblique holder in executing unshaded writing, since very smooth lines can be secured, but it is indispensible when executing shaded writing.

There are numerous oblique penholders on the market today, some of which are made by persons who, not being penmen themselves, do not understand the requirements of correct adjustment. It requires more than a wood-turner to produce a good oblique holder. If the adjustment is not correct in an oblique holder, it is practically worthless as an instrument for fine writing, no matter how fine the holder may be otherwise. Many students who enter the Zanerian College (the school of penmanship conducted by The Zaner-Bloser Co.) bring with them ablique holders which are miserably adjusted, and with which they have been laboring at a great disadvantage, not knowing where the trouble lies. It is no wonder that some persons should become discouraged with such instruments.

In purchasing oblique penholders it is undoubtedly safest to secure them from persons who know how to use them most successfully, and therefore know what the proper adjustment is. Of course, inferior holders can be sold for less money than perfect ones, since practically no time is spent in securing the proper adjustment. On each of our holders considerable time is spent on the adjustment by one who thoroughly understands what is best in this particular. Not only this, but we are confident that a careful comparison of our holders with others will reveal the fact that Zanerian holders are also the most perfect in workmanship. We originated and popularized the long oblique holder, and, as was to be expected, it is being imitated.

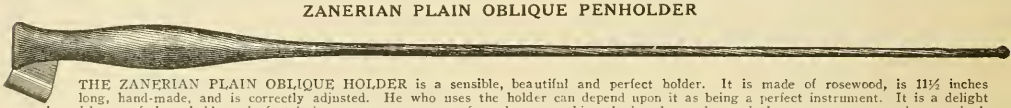
Our oblique holders are all adjusted for ornamental penmanship, and intended to fit the Zanerian Fine Writer or Gillott's Principality No. 1 pen, these two being the same size. If a smaller pen is to be used, such as the Zanerian Ideal, Gillott's 604, or a Spencerian No. 1, anyone can easily contract the pen slot by pressing against it so that it will fit these pens. If one of the long holders should draw slighly crooked, as sometimes happens when wood is turned so long and slender, it can be easily straightened by holding it over a lighted lamp until the wood becomes heated, when, if care is taken, it can be strightened without danger of breaking.

ZANERIAN FINE ART OBLIQUE PENHOLDER



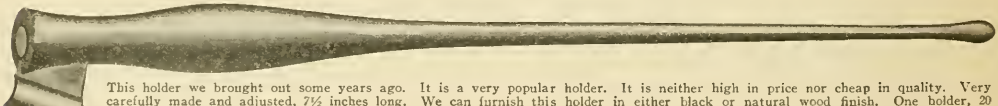
THE ZANERIAN FINE ART HOLDER is a fancy, hand made, rosewood oblique holder, inlaid with ivory and a beautiful yellow hard wood giving a very pleasing contrast. It is perfectly adjusted, 11½ inches long, and is the most attractive oblique penholder manufactured. Present it to a good penman and he will be delighted. Present it to a poor penman and its beauty will compel him to pick it up, practice and improve his writing. The most indifferent pupil will delight in improving his penmanship when he has this holder. Price $1.25. Sent in an appropriate wooden box for 15 cents extra. It makes a handsome present for Christmas or any other time. We also furnish the Zanerian Fine Art Holder but 8 inches in length, although otherwise the same in every particular as the longer holder. Price of the 8-inch holder is $1.00, sent in a woden box for 15 cents extra.

ZANERIAN PLAIN OBLIQUE PENHOLDER



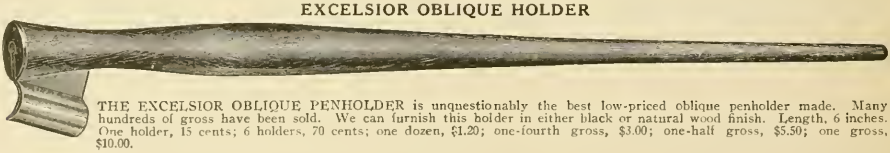
THE ZANERIAN PLAIN OBLIQUE HOLDER is a sensible, beautiful and perfect holder. It is made of rosewood, is 11½ inches long, hand-made, and is correctly adjusted. He who uses the holder can depend upon it as being a perfect instrument. It is a delight to write with one of these holders; in fact it is a great encourager of good penmanship. It has been observed that many persons who seemingly care nothing for good writing soon feel a desire to practice when one of these instruments comes into their possession. The Zanerian Oblique Penholder is the same in size, length, etc., as the Zanerian Fine Art Holder, but not so fancy. Price 75 cents. Sent in a wooden box for 15 cents extra. We can also furnish the Zanerian Plain Oblique Holder but 8 inches in length, although otherwise the same in every particular as the longer holder. Price of the 8-inch is 65 cents. Sent in a wooden box for 15 cents extra.

ZANERIAN EXPERT OBLIQUE HOLDER



This holder we brought out some years ago. It is a very popular holder. It is neither high in price nor cheap in quality. Very carefully made and adjusted, 7½ inches long. We can furnish this holder in either black or natural wood finish. One holder, 20 cents; three, 50 cents; six, 75 cents; one dozen, $1.25; two dozen, $2.50; one-fourth gross, $3.50; one-half gross, 6.50; one gross, $12.00.

EXCELSIOR OBLIQUE HOLDER



THE EXCELSIOR OBLIQUE PENHOLDER is unquestionably the best low-priced oblique penholder made. Many hundreds of gross have been sold. We can furnish this holder in either black or natural wood finish. Length, 6 inches. One holder, 15 cents; 6 holders, 70 cents; one dozen, $1.20; one-fourth gross, $3.00; one-half gross, $5.50; one gross, $10.00.

Write for complete catalog of penmanship supplies

THE ZANER-BLOSER COMPANY

COLUMBUS, OHIO

The Business Educator

Lupfer, 1929.

VOLUME XXXV COLUMBUS, OHIO, SEPTEMBER, 1929 No. 1

Another Skillful Penman Passes Away

Professor R. S. Collins, formerly instructor in penmanship at Pierce School, passed away on Thursday, May 16, at Polyclinic Hospital, Philadelphia.

The funeral was held from the home of his sister near Charlotte, N. C., a short distance from his birthplace.

Mr. Collins is survived by his wife, Mrs. Alice F. Collins, a sister, Mrs. T. W. Sadler, and a brother, Frank.

Robert Samuel Collins was born March 3, 1860, in Mecklenburg County, near Charlotte, N. C. He developed a fondness for writing and drawing at an early age, and regularly took the prizes awarded at the State Fairs for the best specimens of penmanship exhibited by a boy under twelve years of age.

When he was twelve years old, he began taking special lessons in penmanship under Professor E. W. Scott, an itinerant teacher from West Virginia. During the next three years he was under Professor Scott's instruction for about one hundred hours each year, taking, during that time, two normal courses, preparing to teach the subject. At the age of fifteen he began teaching penmanship. At the school where he was preparing to enter a literary college, although only fifteen, he was engaged to teach penmanship to the classes for the next two years. This position he held until his seventeenth year, when he entered Davidson College, N. C.

Four years later he entered Sadler's Business College, Baltimore, Md., from which he was graduated during the same year. He immediately opened a business department in connection with the King's Mountain Military School at King's Mountain, N. C., which he conducted successfully for several years.

While in Baltimore, Spencer Brothers, authors of the Spencerian System of Penmanship, gave a course of lessons at the College, and Mr. Collins was awarded the honor of being the champion penman of the class.

He resigned his position at King's Mountain to become director of penmanship at Goodman's Writing Institute in Nashville, Tenn. Here the work was sufficient to require several assistant teachers.

His next position was at Knoxville, Tenn., where he was Secretary of the Knoxville Business College, until elected Supervisor of Writing and Drawing in the Knoxville Public Schools which position he held up to the time he came to Pierce School in September, 1895.

On May 4, 1899, he was united in marriage to Miss Alice F. Firey, daughter of Reverend M. J. Firey, D. D., at her home in Springfield, Ohio.

In June 1920, Pierce School presented him with a gold watch, in recognition of his twenty-five years of continuous and faithful service.

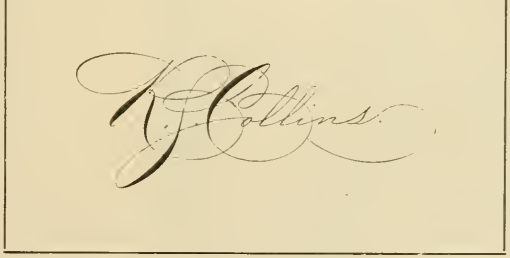
In the spring of 1921, Mr. Collins announced his intention to retire from active work at the close of the school year, in order that Mrs. Collins and he might take a trip around the world.

At the Annual Outing of the Faculty, held June 4, 1921, his fellow-teachers presented him with a beautiful traveling clock, and the school presented him with a sum of money.

During the next four years Mr. and Mrs. Collins traveled extensively, visiting all the principal countries of Europe, also Asia Minor, the Holy Land and the Nile region of Africa. In 1925 they made an extended trip to the Land of the Midnight Sun. Returning to America, they made a tour through the southern and western states, and Alaska.

In October 1926, while living in Kansas City, Mo., Mr. Collins suffered a serious breakdown in health from which he never fully recovered. Early in 1928 he came east, and resided in Atlantic City until a few months ago,

(Continued on Page 22)



His famous signature.

THE BUSINESS EDUCATOR

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PARKER ZANER BLOSER Business Mgr.

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The BUSINESS EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

Practical Business Writing

By G. C. GREENE

Head of Penmanship Department, Goldey College, Wilmington, Delaware

Send 25c with five of your lessons (one to a page) for criticisms and helpful suggestions.

No. 1

To Subscribers of the Business Educator:

It is indeed a pleasure to be called upon to present to you a series of lessons in penmanship. I shall take this opportunity to give to you the best I have, which has come through years of experience and hard work.

My greatest purpose and desire in writing this series is that the people who want to improve their writing may find it possible by following the instructions and copies carefully which I have outlined in the simplest and most practical way I know. Penmanship will become easy to learn if you follow step by step the instructions and exercise as I have outlined them. You will find that the time you spend on penmanship will be wisely spent and that a good handwriting will be one of your greatest assets.

PREPARATION FOR SUCCESS

Once in a while you hear the statement that writing is no longer needed since we have the typewriter. Not one percent. of the population depend upon the typewriter, while ninety-nine percent. must use handwriting to assist them in accomplishing little or much throughout life.

One hour each day of thoughtful practice for a period of three to six months will give anyone a practical, legible handwriting. A large percent. of the business men today require an applicant for a position to write well.

The president of one of the largest placement bureaus in the East told me that it is very difficult to place an applicant without at least a fair degree of skill in penmanship. No one who desires to prepare for a successful career in its broadest sense can neglect to spend the short time required to improve one's handwriting.

YOUR DECISION

Now that you have subscribed to the Business Educator we hope you have definitely decided to make this penmanship journal a real help to you. The thing that will help you most now is a sincere desire to improve yourself in every possible way.

A front view of Mr. Greene. Notice the direction in which the holder slants, the angle of the paper and position of body.

Start today by working out an educational schedule for the next year. Set aside thirty to sixty minutes of each day for penmanship and then follow the instructions and copies for the next year and you will be well repaid and highly pleased with results.

HOW TO START FOR BEST RESULTS

You say you want **Results** for the time and effort you put on penmanship. Here is a plan that will get results if you will follow it precisely: Be sure your attitude is right. Do not expect a wonderful change within the first few days or weeks. Remember that it is impossible to make satisfactory progress unless you concentrate your mind on the work at hand. If you think about something else or talk with someone while practicing, it is simply a waste of time to try to learn penmanship under such conditions. You must concentrate. Follow instructions and do not jump ahead thinking the work will be easier to execute. Remember if an exercise is difficult to make, that is all the more reason for studying it. It takes a rough sea to make a skillful seaman.

MATERIALS

Use a good grade of smooth surface paper ruled ⅜ inch. Select the best grade of pens. The Zanerian Business Pen is very satisfactory. A new pen must have the oil removed before it

Notice the graceful position in which Mr. Greene holds his hand. Study the curve of the fingers. Keep a copy always in plain view as shown in photo.

A Side view showing how Mr. Greene holds the thumb and holder. Study these illustrations and keep them for future use.

will do good writing. This should be done with a paper, chamois or a wet sponge. Higgins Eternal Black Ink is a very fine ink for business and ornamental writing.

The Zanerian College has a big selection of the finest grades of paper, pens and ink that can be found. I have used the Zanerian materials for years and highly recommend them to all who wish to get the best results from their practice.

POSITION

Select a desk of proper height so that your feet will rest flat on the floor under the desk. Sit back far enough from the desk so that you can lean forward without resting the body on the desk. Place the hands on the paper at right angles. (See illustrations.) When the hand is in the center of the paper see that the right edge of the paper is parallel with the hand and arm. Keep the eyes about 15 to 17 inches from the line of writing. Drop the weight of the shoulders somewhat on the left arm leaving the right arm with only its own weight resting on the desk.

Turn the right hand to the left until the palm of the hand is directly over the paper. Place the penholder between the thumb and the first and second fingers. The penholder should cross the second finger near the root of the nail. The first finger should be slightly curved and rest on top of the penholder while the thumb is held lightly against the penholder just opposite the last joint in the first finger. Do not grip the holder. Drop the third and fourth fingers so that the nails will rest on the paper. This gives an easy, gliding pivot. Keep the second finger off the paper. Make sure that the top of the penholder points over the point of the right shoulder. Observe the illustrations carefully. The correct position is the healthful position.

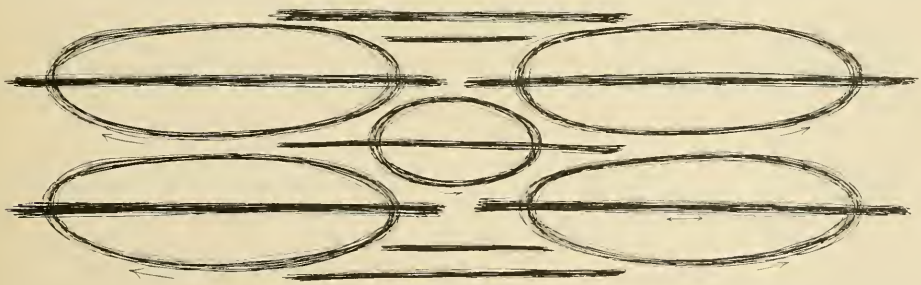
Now you are ready to write but you must see that the arm is resting on the muscle in front of the elbow and that the wrist is not touching the paper. The arm must move in and out of the sleeve. Keep the sleeve loose so that the arm can move easily in the sleeve. Don't hold the right arm above the desk but let the entire weight of the arm rest on the muscle just in front of the elbow. I often pull off my coat, roll up my sleeve, and rest my arm on a large blotter. The blotter absorbs moisture and keeps the arm from sticking. Keep the copy book or Business Educator just above your paper. I use an oblique holder for all my writing, but it is better for beginners to use a straight holder.

HOW TO PREPARE THE LESSONS

If you fully understand all instructions down to this point you are now ready to begin your practice. Systematize your work so that you get the most out of your practice. You should endeavor to make the drills and copies just like the lessons. I would not write absolutely perfect copies for you if I could. If you feel that you can equal or surpass some of the letters in the following lessons it should encourage you. The lessons in this course are logically arranged so that you will have the proper drills first. Believe that you can do this work and you certainly will succeed.

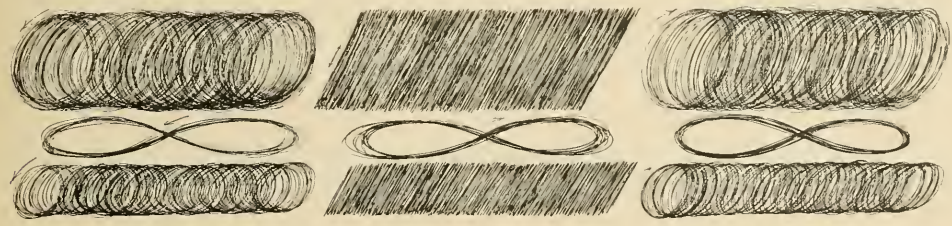
LESSON 1

This lesson is designed to break up finger movement and develop freedom in gliding the hand across the paper. This exercise cannot be made with finger movement only, therefore, it is a good one for beginning students. Make the oblong ovals half way across the page then swing the straight line movement across the oval dividing the oval into two equal parts. This exercise will be easily executed if the hand is held in the correct position. Keep the hand gliding on the nails of the third and fourth fingers and the pen-holder pointing over the right shoulder. Remember the position of your hand at this time is more important than the exercise. Do not leave this lesson until you acquire ease in position and movement. The little arrows in these lessons will show the direction in which the pen should move for best results.



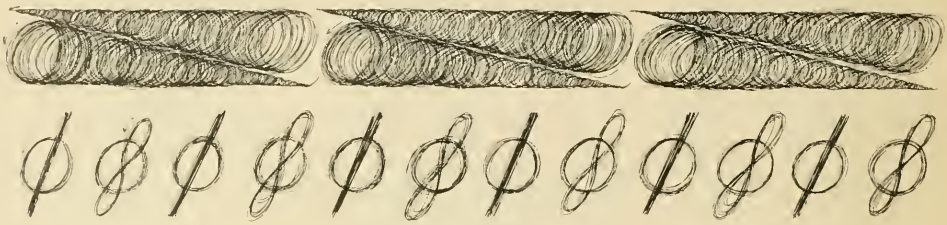
LESSON 2

See that you have the correct position before beginning this lesson. Make the direct oval two spaces high, keeping the lines close together. The push-and-pull movement will develop ease in making up-and-down strokes. Keep lines light. The second oval is made in the reversed direction. The compound movement drills will increase ease in gliding across the paper. You will develop faster if you make the drills in this lesson much larger. Try to cover four spaces and keep the ovals fairly even. Now decrease the size of these drills then come back to the size of your copy and see how much confidence you have gained. Keep the wrist off the paper. Make about 200 down strokes per minute. Watch your position. Make sure you are holding the pen correctly.



LESSON 3

This lesson will develop control. Draw a line with a pencil diagonally across the writing space then fill in with the movement like the copy. Be sure the ovals are smooth on the edge. In each drill continue to decrease the movement until it comes to a point. Be sure you do this as you will need the small drills. In the second part of this lesson make the ovals two spaces high, retracing about ten times. In a class drill it is helpful to count 1-2-3-4-5-6-7-8-9-10 as it keeps all the students together and at the proper speed. After the ovals are made, swing across them with the push-and-pull and compound movements. Keep all parts equally balanced. Strive for light lines. Is your hand and arm in the right position? Make this lesson complete several times before proceeding to the next.

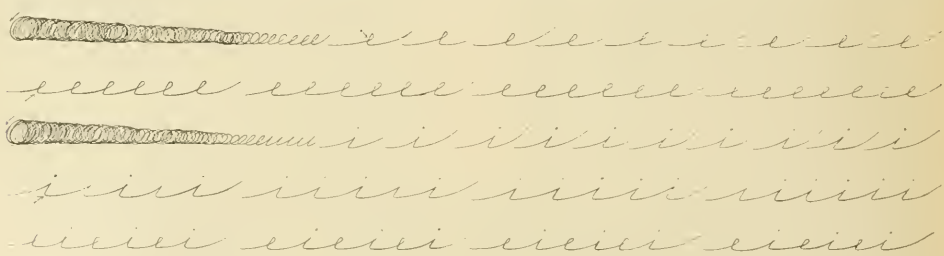


LESSON 4

Make this retraced oval about seven times before lifting the pen. You will observe that the first line of ovals are more nearly round than the 0. This will be a big help as most beginning students make the 0 too narrow. See that the down and up strokes in the 0 curve equally. Make a small loop at the top, finishing with a good curve. The last line in this lesson will develop confidence and freedom in making direct oval letters. Keep down strokes close together. Make about 60 0's per minute. Do not sacrifice a free movement for form.

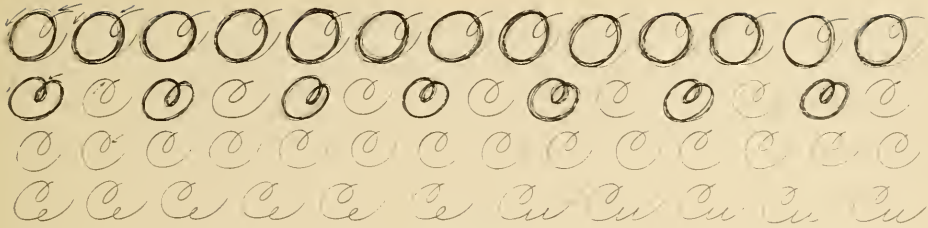
LESSON 5

Begin this lesson with a direct oval movement, gradually developing the e. In this lesson you will have a tendency to make loops for e's. Notice the down stroke in e is nearly straight with a short round curve at base line. The i is made with the same movement as e except you do not loop the letter. Make the i sharp at the top then return to base line on main slant. Keep all down strokes uniform in slant. Joining letters will give you a stronger handwriting. Be sure your position is right and then move at a good rate of speed. You cannot fail if you do your best.



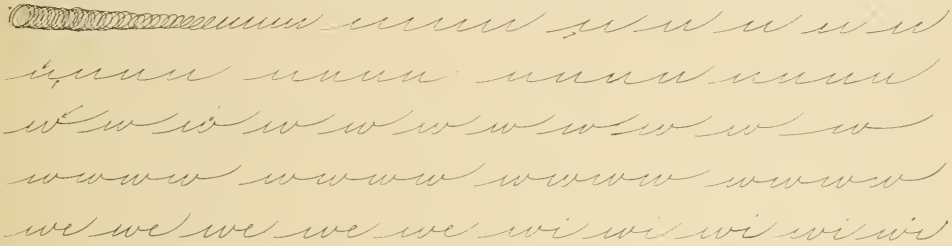
LESSON 6

Swing into this first drill with a small loop then retrace the 0 form about 8 times, finishing like the C. The second drill is more difficult than the first, but helps wonderfully in making the C. Keep trying until you can make this drill. The loop in the C should be made small, then swing high over the arrow then finish with an equal curve around the first small loop. Make C broad and round at top. Make the letters in the last drill with the same speed as C. Watch your position and keep up speed.



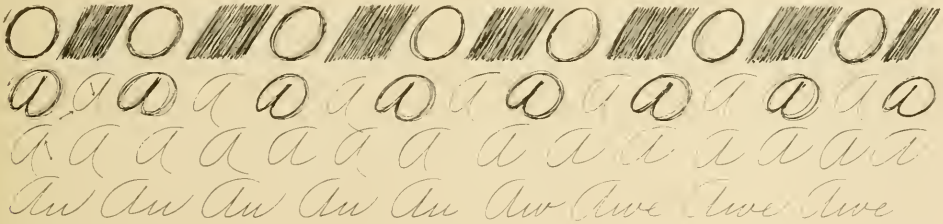
LESSON 7

Be sure to make the oval drill first as it will help you make u sharp at the top and round at the base line. Keep down strokes uniform in u and w. The w is made like u except the last stroke which comes up closer to the last down stroke, forms a short retrace and then finishes with a slight curve. Make the parts of the w close together. Remember that free movement combined with close observation will help you to make more progress.



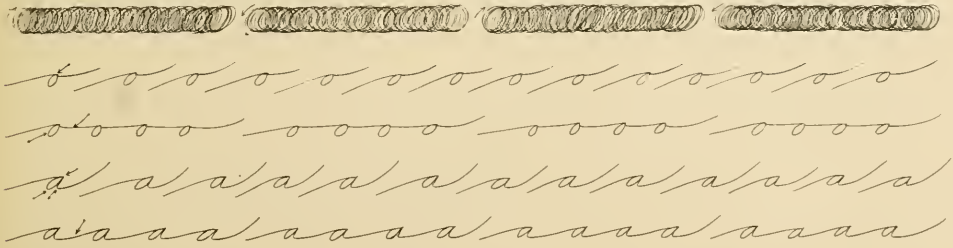
LESSON 8

Make the ovals and the push-and-pull movements as near like the copy as possible. The retraced A is a very fine drill and should play a large part in the development of this lesson. The down stroke in A is curved like O. Turn short at base line and ascend with a straight line nearly to the beginning line. Some penmen close the A at the top. Retrace the straight line for a short distance before finishing the letter. Sit in a healthful position. Determine to succeed.



LESSON 9

Make the small oval exercises as indicated by the arrows. The o should be made small with sides curved equally. The connecting lines between o's should be about straight. Begin a with a left curve then back to base line with a short left curve, turn short, up nearly straight, descend with a straight line on main slant to base line, turn short, finish with a right curve. Be sure o and a are closed at the top. Observe arrows. Make a clear distinction between these two letters. Make about seventy a's per minute.



(Continued on Page 17)

MODERN HANDWRITING

Correlated With Commercial Subjects

By E. A. LUPFER, Zanerian College of Penmanship, Columbus, Ohio

PENMANSHIP AND LETTER WRITING

Ability to write a letter in clear, convincing English and in penmanship which is graceful, speedy and easily read is worth cultivating.

This month we present a page letter. Study and practice upon it until you can write it well. The two plates show how to practice upon the difficult parts. Write the entire letter then practice the parts separately which gives you the most trouble. When you have improved the weak parts, try the entire letter again. Watch slant, spacing and size. Are your loops all full and graceful?

Harrisburg, Pa. Sept. 11, 19—

Zaner-Bloser Company,
Columbus, O.

Gentlemen:

I have noticed when applying for a position that one is required to apply in his own handwriting. I am therefore going to devote one hour each day on Mr. Greene's course until I can write legibly and easily.

In every position of importance good handwriting plays an important part. Advancement comes faster to the one who writes well

The Business Educator will help us reach our goal, so let us all do our part enthusiastically.

Sincerely yours,
Ambitious Student

Compose a letter giving several reasons why you should study penmanship. Reread and rewrite until the letter is as nearly correct in English as you can get it. Next try to write it in your best handwriting getting equal margins, pleasing spacing and every word legible.

After writing the entire letter pick out your weakest letters and improve them. Be sure that you know the correct forms, then make line after line until improvement is made. Compare your work with the copy.

Practice the weakest words by themselves, taking each word apart, working on the letters and combinations which give you the most trouble.

Z Z Z Z Z Z Z Z Z Z

B B B B B B B B B B B B

G G G G G G G G

Gentlemen Gentlemen. tl tl

Give capital letters special attention. Make line after line of the difficult letters. Swing them off freely.

therefore therefore therefore therefore

handwriting handwriting g g

h h h h h h h h h h h h h h

wr wr wr wr wr wr wr wr wr wr

ti ti ti ti ti ti ting ting ting t

dw dw dw dw dw dw dwr dwrit

This shows how to practice the difficult words and combinations.

You are tried alone; alone you pass into the desert; alone you are sifted by the world.—

F. W. Robertson.

Zeal is very blind, or very badly regulated when it encroaches upon the rights of others.—

Quesnel.

By Flossie Cain, Supervisor of Handwriting, Rocky River, Ohio.

Student's PAGE AND WORK

"It is not so much the amount of practice which counts"
Casmir Carter

Casmer Carter is a student in the Lord Selkirk School, Winnipeg, Man., Canada. Mr. G. R. Brunet, the skillful penman of that school, is an enthusiastic advocate of business writing and a follower of the Business Educator.

Writing Lesson

A good handwriting becomes a personal trade-mark and life companion and protection
Anna Pearson
Grade 6

This sixth grade writing was done by a student of Mrs. E. McLeod, Supervisor and teacher.

Timothy is a grass with fine leaves, slender stems, and long heads filled with many small seeds. It is easily cut, dries readily and is free from dust.

Age 12 Barbara Bowman
Class 7a2

By Barbara Bowman, a pupil of D. S. Weinheimer, North Tonawanda, N. Y.

Louise Johnson
Feb. 28, 1938
Spelling
1. lawyer
2. laundress
3. servant
4. dressmaker
5. waiter
6. designer
7. stenographer
8. demonstrator
9. musician
10. decorators
11. painter
12. photographer
13. engraver
14. fireman
15. telegrapher
16. barber
17. salesman
18. messenger
19. librarian
20. optician

Louise Johnson, pupil of Mr. John S. Griffith, Englewood Business College, Chicago, Ill.

This is a specimen of my plain business penmanship while a student in Grade 8 H
Florence Burianic

Miss Florence Buramic is a pupil of Lena Kuntz, Northampton School Dist., Northampton, Pa.

Mile Stones on the Penmanship Highway

The road to good penmanship lies within a pleasant, though secluded valley, and is thronged with a myriad delights for those who have a keen eye and an appreciative mind. The beautiful vistas, the delightful scenery, the gurgling and reflecting waters, the green pastures, and the never-ending charm of the hills and dales make this road one of the loveliest highways in life, and one that brings peace and contentment to those who are fortunate enough to discover this enchanted land, and seek therein an escape from the hurrying mad turmoil of this restless world. And those who have enjoyed its manifold allurements are only too eager to induce others to wander therein that they, too, may experience the joys of good penmanship, and the splendid fellowship of the happy Brotherhood.

But we must come prepared. While the delights are undeniably there, an apprenticeship must be served so that we may be in a condition of mind and heart to enjoy them to the full, and to avoid any of the discomforts that camping by the roadside may entail. The sharp angles, intricate curves, hair-pin turns, and the long loops with their sudden turns demand close observation, unremitting attention, and a well-developed co-ordination between mind and muscle if the driver would escape the inevitable disaster which must follow even a momentary lapse. That highly-developed skill that is so eminently necessary in propelling the vehicle over these dangerous places comes only through constant and intelligent practice and the utmost of concentration. Any one not willing or capable of putting forth the requisite effort to attain this skill would never be able to appreciate to the fullest extent the joys of the Penmanship Highway.

The first of a series of ten beautiful pages by J. J. Bailey, High School of Commerce, Toronto, Ont., Canada.

ORNAMENTAL PENMANSHIP

By E. W. BLOSER

Mr. Bloser was considered by penmen as America's finest ornamental writer. The instructions for the course were written by E. A. Lupfer and the copies were loaned to us by G. G. Hoole, Glendive, Montana.

We are fortunate, indeed, in securing from Mr. Hoole, a series of lessons in ornamental penmanship which he secured when a student in the Zanerian College. These copies, though not prepared for engraving, are beautiful in execution and are systematically arranged and graded and it will be our purpose in writing the instructions to tell as nearly as we can how Mr Bloser wrote the various copies and to make it as easy as possible for students to acquire this interesting branch of the penman's art.

It is a branch which should be studied by every teacher of plain business writing, who wishes to acquire more skill in execution. It gives one a background which is well worth the effort required in learning it. As a teacher, you can always use all the skill you have in penmanship. We, therefore, hope that every teacher of penmanship who has access to this magazine will secure an outfit and practice on these beautiful copies from month to month. Plan to spend a few minutes each day on the course.

MATERIALS

A properly adjusted oblique penholder.

Zanerian Fine Writer pens.

Zanerian 6 lb. Paper

Arnold's Japan Ink (in the June number we published Mr. Bloser's formula for mixing this ink).

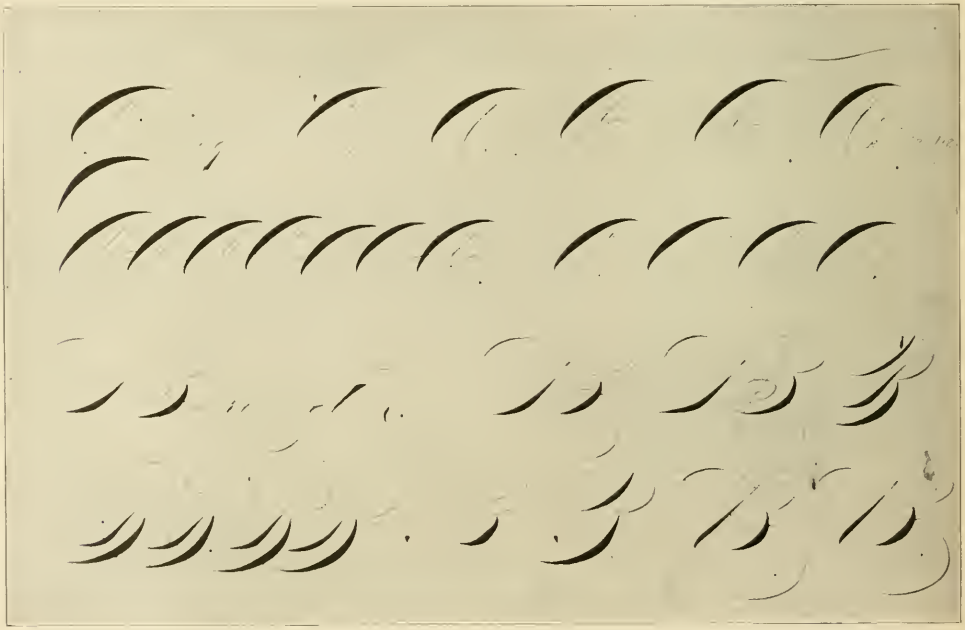
A good desk or table.

POSITION

The position for ornamental writing is the same as illustrated in the forepart of this issue in Mr. Greene's lessons for Business Writing. You must let the hand glide on the little finger, and the knuckles should point up to the ceiling. Mr. Bloser always wrote with a flat wrist but his holder was not quite as obliquely adjusted as that of the average penman. Mr. Zaner held his wrist slightly sloping. Find out whether you can do better by holding your wrist flat or sloping. Some can do better one way and others can do better the other way.

MOVEMENT

Movement in ornamental penmanship is very important and it will be discussed from month to month as applied to the individual letters. The important thing is to swing the letters off with a free movement. Unless you have enough movement to carry you through the letter without making wabbly lines, your movement is too slow and good results impossible. Have nothing tight on the arm to restrict your movement.



The "A" is a very good letter to start with. Notice the simplicity of the letter forms in this plate. The simpler letters are usually the best. The third "A" is a good letter to use as a standard. Write the word "Aiming" as near as you can like the copy. If you cannot make a fine "A" in the word then practice the "A"s as given in the copy.

In the first style after the word "Aiming" place the pen on the paper forming a dot. From the dot swing around to the shade of "A" letting the light line split the shade at about halfway.

Keep the thickest part of the shade at half the height of the letter. You will notice that the shade does not drag

around into the turn but is kept high and snappy. Start with an upward hair line before getting into the shade. Retrace the angle slightly but not too far. Be sure that you get a nice graceful finishing oval.

In the second line endeavor to get systematic arrangement. The second "A" should come in the last oval of the first letter. Divide the spaces up into equal parts. Let there be no crowding at any one place. Watch your touch. Develop a free movement and a light touch. If you are not successful in making the "A" I would suggest that you try a simple style like the last half of the second line. Try it, first without any shade, and gradually increasing the shade until you have a full width shade. Place the shade up near the top.

Write the word "Burlington." Notice the beautiful "B", and the parallel lines in the second part. The second "B" goes well with the "A". It is a standard style, and is the style which you should give the most attention to. In making the first stem keep it solid. Place the first oval down rather close to the shade or base line. The first line is nearly horizontal. Get the second part to appear even in the top and bottom ovals. Study the center loop and notice the direction in which it points. Notice also that you should not check the motion in that little loop. Swing it off freely and do not check the motion when you are making the shade, but swing into shades freely. That will put snap into your work.

On the last line you will find a variety of "B's". While they are not as popular as the first style yet it is well to know all styles for you can use them to advantage. In the first exercise in the last line make four simple capital stems, then start at the last stem and put on the final part of the last "B", swing to the next to the last, etc Mastering an exercise like this will enable you to make letters which are simple and easy.

Send your work to the Business Educator for criticism.

THE SOUTHWESTERN PRIVATE COMMERCIAL SCHOOLS ASSOCIATION

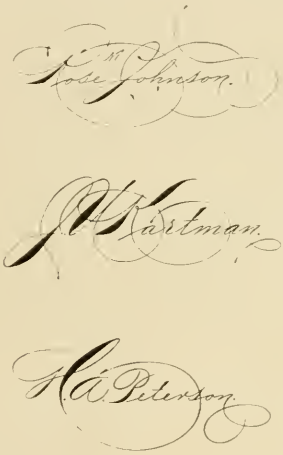
The Southwestern Private Commercial Schools Association met at Dallas, Texas, April 20. The association is composed of live business college men who are getting together and accomplishing worth while things. The officers for the coming year are: President, Mr. George A. Meadows, Draughon's Business College, Shreveport, Louisiana; Vice-President, Mr. G. W. Parish, Draughon's Business College, San Antonio, Texas; Secretary-Treasurer, Mr. A. N. Beasley, Tyler Commercial College, Tyler, Texas.

Directors, Mr. H. E. Byrne, Byrne Commercial College, Dallas, Texas; Mr. E. A. Guise, Tulsa Business College, Tulsa, Oklahoma; Mr. C. W. Stone, Hill's Business College, Aklahoma City, Oklahoma; Mr. Hoyt Miracle, Draughon's Business College, Dallas, Texas.

The meeting will be held some time between October 15 and November 15 at Dallas, Texas.

Everyone left the meeting feeling happy and enthusiastic over the results accomplished.

Miss Minnie B. Tracey of Fort Wayne, Indiana, has recently been chosen to teach commercial subjects in the Township High School at Mazon, Ill.



Many years ago a young man came to the Zanerian to improve himself in penmanship. He was a very likable fellow and attained a high degree of skill. However, he was also interested in another line of work—a work in which he has accomplished remarkable success. Today Captain F. O. Anderson, Sylvan Lake, S. D., has charge of the Salvation Army work in the Western half of South Dakota. Capt. Anderson still maintains his interest and skill in penmanship.

JOHN M. SWEENEY

Mr. Sweeney, the banker penman of Corning, Ohio, passed away in August, 1929, at Mt. Carmel Hospital, Columbus, Ohio.

Mr. Sweeney has worked in the bank for the past twenty-five years, during which time he displayed an unusual interest in handwriting. It was customary for him to return to the bank after banking hours where he could practice penmanship undisturbed. Possibly no other banker in the U. S. could excell his fine pen work.

When in Columbus he never failed to visit the Zanerian and study the many fine pieces of pen work on the walls.

We shall miss his visits.

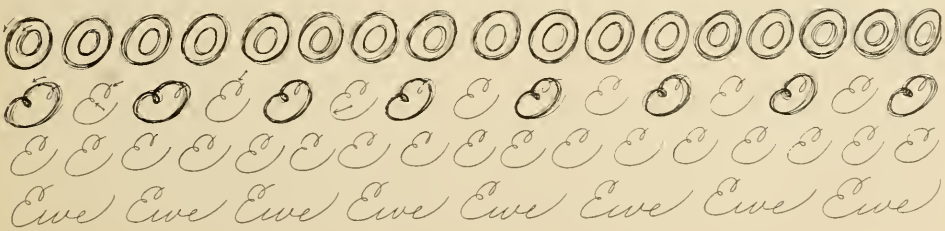
BORDER ON COVER PAGE

Mr. J. A. LaRoche, policy engrosser, New England Life Insurance Co., Boston, Mass., made the border on the cover. Mr. LaRoche is a young man who is forging to the front in engrossing.

Commercial Education is the title of a little school paper published by Emporia, Kans., Business College. In it we notice a very fine Old English Alphabet made by Dwight L. Gadberry, a former student of that institution and also a correspondence student of the Zanerian College.

LESSON 10 (Continued from Page 11)

Practice the ovals as indicated making the small oval first. The retraced E drill is excellent for developing a good form. Make a small loop just like C to begin the E. Be sure a small loop is made in the center of E, then finish with a larger oval. The last line of this lesson gives a good drill for joining E with other letters. Don't give up because it seems difficult. Keep trying.



PUBLIC SCHOOL HANDWRITING

By FRANK H. ARNOLD, Supervisor of Writing
Spokane, Washington

If you read my May article relative to desk scales, you will remember that I promised to tell you how we used this type of scale in Spokane. If you did not read my May article, I believe that you will understand this article a little bit better, if you will hunt up the Business Educator for May and spend a few minutes in reading it. I am asking the editor of this magazine to reproduce below both sides of the Seventh and Eigth grade Standard or Scale:

No doubt you have now examined this desk scale rather closely, and will be able to follow me without difficulty in the rest of this article. At the outset I might say that I carry forty of these cards with me when I visit classrooms. As I am writing about the seventh and eighth grade scale, it will be well for me to tell you just what I do when I enter a seventh or eighth grade room. I say to the teacher, "I desire to give a little test in your room today. May I distribute these cards"? Of course, she willingly grants that request, and I give her a card while I am making the distribution of the cards among the pupils.

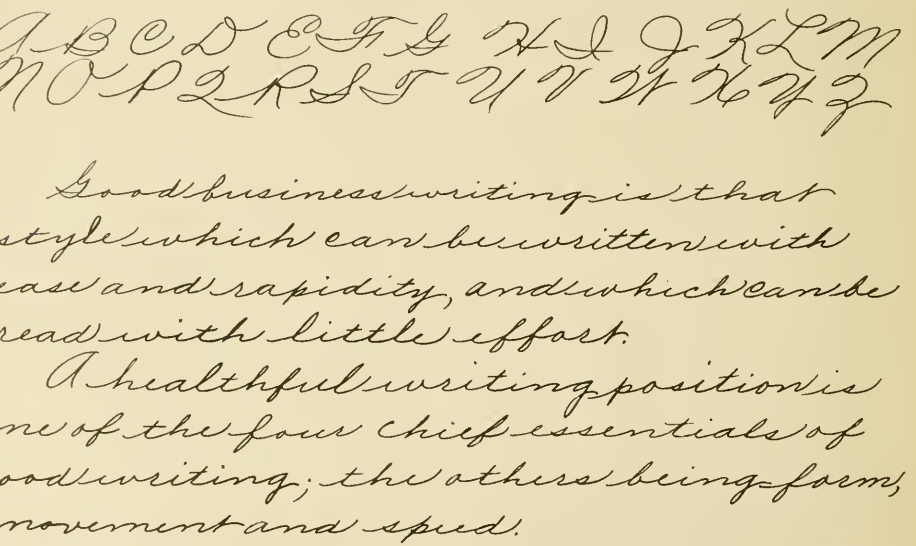
After the cards are distributed, I ask the boys and girls to look carefully at the side of the card upon which is printed the capital letters and the two paragraphs under the title of MODEL SPECIMEN. I call attention to the very fine, accurate writing. I tell them that only a few men in the United States can write as well as the man who wrote the Model Specimen. After that I ask the pupils to read the printed matter at the bottom of the card.

My next step is to have the pupils practice from the card, using the Model Specimen, of course, on account of the accurate copy. They copy the capital letters and the first paragraph. As my time is limited, I can permit them to practice the matter only one time. The teacher that has these pupils day by day can have them practice the matter quite often, and can by this means help the pupils to write the matter without hesitation.

We are now ready for the test. I say to the pupils, "boys and girls, you have four minutes in which to write this test, but not many of you will need that much time. Write with your arm, of course, try to stick to the line so that you will have good alignment, finish your words carefully, and write as rapidly as you can write well. At the end of three minutes, I will call the time, but do not stop until you are through. I will tell you, too, when three and one-half minutes have passed. You must stop, however, when I tell you that four minutes are up. I am sure that most of you will be through by that time. Do all understand directions"?

The pupils then write the test. I find that very few of them require four minutes. For the first grading, I have them exchange papers. They then turn to the opposite side of the standard or scale and grade the writing by

STANDARD HANDWRITING FOR GRADES SEVEN AND EIGHT



Questions:

1. Have I written my specimen rapidly enough? (Four minutes should be the maximum amount of time used. Commit to memory the two paragraphs of the Standard, if you wish to write the test in four minutes.)

2. Is my writing as small as the writing in the Standard?

3. Is the spacing between my letters and words as good as the spacing in the Standard?

4. Is the slant of my writing correct?

5. Is the form of my writing as good as the form of the writing in the Standard? (Study small letters and capitals carefully before you make up your mind.)

Note: Your teacher, no doubt, will have other suggestions and comparisons to make when you are measuring your writing.

DESK SCALE 7-8 Zaner-Bloser Company, Columbus, Ohio, Publishers

the standard that was written by a pupil of the eighth grade. As they grade their writing, I ask and have them read the questions at the bottom of the card. They are encouraged by a few simple directions to inspect very closely the card and the papers that they are grading. I modify the questions on the card a little bit; for the pupils are not grading their own writing. When pupils have cards of their own and take the test from time to time, they should grade their own papers.

I tell pupils that they should place one of four grades at the top of the particular paper they are grading, and give the paper back to the one who wrote it. The four grades are as follows: Up, very close, close, and below. "Up" means that in the opinion of the pupil grader the writing he has graded is as good as the writing on the scale (the pupil standard, I mean). "Very close" means that the pupil has had some trouble in making his decision, but that he finally made up his mind that the writing that he graded was not very far below the standard, but it could not be ranked "very close". "Close" means that the writing is a little below the "very close" standard. "Below" means that there can be no question about the matter of judging. It is decidedly.

I then put the four words—up, very close, close, below—in a column on the board, and ask how many papers there are in the "up" class, and in the other three classes. Pupils are very much interested in watching the board to see the results. If none of the papers are marked "up", I say, "Well, I am not surprised. This is April and not June I am sure many of you can be in the 'up' class by June. All of the 'very close' people certainly can be in the 'up' class by June. By real hard work, the 'close' people and the 'below' pupils can improve your writing a great deal in the next few weeks. When this test is given to you again, you will do much better."

I have here given directions for just one way of giving a test with the desk scales. There are many different ways of using these desk cards.

For instance, the pupils could have a capital letter test, and could determine how many capital letters that they made that were as good as the capital letters in the Standard. They could determine, too, how many capital letters that they made were better than certain capital letters in the Standard.

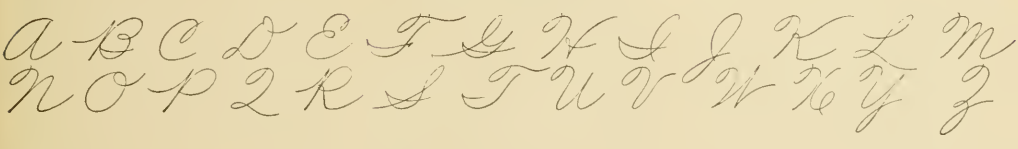
They could be encouraged to pick out the weak capital letters in the Standard and tell why they are poor. That will train them in observation. They could use each separate paragraph as a test. The time for writing one paragraph should not be more than one minute and fifteen seconds.

The pupils could select the hard words in the paragraphs and write them in speed tests. A resourceful teacher can use these cards over and over again in many different ways, and keep her pupils intensely interested.

My thought is that the pupils should be supplied with these desk scales. Every pupil should have his own. They should be used under the direction of a classroom teacher. In my supervisory visits I am using them now, but I hope to have these cards in the hands of pupils by next fall.

I have a letter from the Zaner and Bloser people this morning which tells me that these convenient desk scales will be sold for about 5c each, if bought in lots of 100 or more. They are printed on heavy cardboard, and will last for a long time. Surely the average pupil who can find many nickels for ice cream cones, chewing gum, candy, etc., can find one nickel for a desk scale that will help him to measure his writing. It is better, however, for a school district to buy these cards for the pupils just as it buys compendiums, papers, pencils, etc.

7-8 **MODEL SPECIMEN** 7-8



Good business writing is that style which can be written with ease and rapidity, and which can be read with little effort.

A healthful writing position is one of the four chief essentials of good writing; the others being form, movement and speed.

Dear Pupil:

Practice from the model above, and then compare your writing with the writing in the Standard on the opposite side of this card. You will find a number of questions below the writing in the Standard that will help you in making your comparison.

If after a careful study of your writing and the writing in the Standard, you and your teacher believe that your writing is as good or better than the writing in the Standard, you have passed satisfactorily the writing test of the eighth grade. Your teacher should now send your paper and the papers of others who write as well as you do to the Zaner-Bloser Co., Columbus, Ohio. You may be awarded a Grammar Grade Writing Certificate, if no mistake has been made in judging the quality of your handwriting.

DREAMING

By C. R. McCANN, McCann School of Business, Hazleton, Pa.

As I sat in my office wondering what I should write for this month's issue, nothing seemed to appear. The muse would not function. Still I had the notice from the editor to be sure to have the article in his hands by the tenth of the month.

After supper—I beg your pardon—dinner. In the good-old-days, it was just plain supper but since we have advanced so much in society and civilization, the upper crust calls it "din nah". For fear that I shall be called old fashioned, I must say, "din nah". And I do not want to be called old fashioned, lest my neighbor will talk about it—but what difference does it make? It is like the old story of the whistle blowing at midday. "For some it is dinner time but for me it is just twelve o'clock."

The other day I read in the newspaper about a wife divorcing her husband because he was so engrsosed in his business that he did not have time to accompany her in society. The best thing happened when the judge granted the plea and cut the knot that both had pledged to tie so hard that no one should be able to untie. The trouble with that woman was that she did not have enough to do to keep her busy. She was too much engrossed with her "din nah's" and entertaining that she thought every time she had guests, Franklin should drop his and his company's business for her sake. This man had risen up through the ranks by diligent effort. These corporations have a method of rewarding diligent young people who work for them.

What I am driving at—or shall I say—trying to drive home is the fact that if you work for a company don't let the wife take you away from the business. The bread and butter of the man should come first in the mind of the wife, but in these days—"din nah's ah din nah's".

The following day I was still disturbed over this divorce problem. I already know these boys and girls who read this magazine don't care a "hoot" about the subject of divorce but remember that both parties cannot always have their own way in this world in everything.

Just then a knock came at the door and I was informed that a young man who had gone to school many years before wished to see me. Did I tell my Secretary to tell him that I was very busy in "consultation" — a much abused word — no, I did not but instead told her to usher him in. I always try to see all my old students and have a few words with them, no matter how busy I may be at the time. There is an old window stick with a crook on the end of it and when I look at it longingly, the old students know its meaning. Nevertheless, I always love to see the old boys.

Giuseppi Martinelli, when he first came to my school was just the ordinary run of boy. He had his gang as all boys have and it was not of the best either, when I come to think of it.

His parents had just come over from Sunny Italy a few years before he entered school and were good hard working citizens of this country. They wanted to give their boy an education but he had a scrap with his teacher in the Public School and lost all interest in things pertaining to education. He was gang crazy—gang owned.

However, Giuseppi was told that Business School was different than Public School, and after much persuasion, decided to enter. The other boys called him Joe, which I believe, is the English translation for Giuseppi. He soon took an interest in the school work and before long became one of the leaders in his class. His classmates honored him with the Presidency of the class and instead of being indolent and unworthy he turned to the better things in life.

Among the things he took a particular interest in was the subject of Law. Now we did not have a very extensive course in Law, but we discussed the different topics in class and had cases like we see in the Court Room. The lawyers for the defendant and the plaintiff were hired by the defendant and by a skilled address to the jury that august body acquitted his client. Before leaving school Joe confided in me that some day he would be a real lawyer.

"Well, Joe, tell me all about yourself. It has been many years since I have seen you," I asked him as I observed his prosperous mien.

"Well, it is rather a long story but I'll try to shorten it as much as I can. I worked for the Central Manufactory for several years and saved my money."

Notice the fact that he saved his money. So many people earn good money but they save so little. It is what one saves that counts not what he earns. In this day and age when credit men have been around after pay day—but that is another story—yet it is a good story for us all to remember.

"Where did you go after you left Central Manufactory?" I interrupted.

"I went west to Chicago and got a position with the Chicago Mortgage Company, worked several more years but went to Law School during the evening. When I had secured several credits from this school I entered the University Law School and received my diploma, passed the State Bar Examinations and was admitted to the Courts. At first things were pretty hard with me but I stuck close to my work and in a few years clients began coming into my office. I always remembered what you told us once in class about sticking to a thing until darkness became daylight. I climbed up the hills from the dark valleys to the mountain tops where the sun shone. My parents moved to Chicago and my brothers and sisters are all well and are getting their share of this world's opportunities. My mother told me to be sure and tell you that she often thinks of you and what you have done for us."

"That is certainly fine, Joe, but I don't think I have done much for you. However, I do remember that your teacher told me that I was wasting my time with you because you would never amount to anything—you were too indifferent in school studies."

I told him that I was writing a little story for a magazine that was read by young people and that I had started off something about divorce.

"I am glad to hear this, because I have divorce cases every week in my practice and invariably the couples were not mated in the first place or one wanted more than the other. Divorces are too easy to get in most States and if a person has enough money, either he or she can establish a temporary residence and in a short time secure the separation papers easily. It is a shame and disgrace the way some of our courts blacken themselves in order to gather in a few dollars."

A friendly smile came over his countenance and when I inquired the reason, he laughed audibly.

"I have stayed two hours and I am thinking of the old crooked stick with which you pull down the windows—the hook."

And so Giuseppi Martinelli departed, but as he left, he gave me his card which read as follows:

JOSEPH MARTIN, Attorney-at Law
Chicago

He had part of his name cut off. His name was very much Americanized and perhaps it was a good thing too. Names do not mean much to some but to others it means—that is another story.

As I sit and think about Joe I am encouraged to learn that some of these old school teachers really have a place in this old world of ours after all. If we only keep plugging along trying to make some other person better and happier maybe we will be rewarded in the end.

TEN FULL PAGE PLATES

J. J. Bailey, High School of Commerce, Toronto, Ont., Canada, has prepared ten full page plates of script for the Business Educator. The first of this series appears in this issue. Mr. Bailey who is considered one of the finest business writers, has out done himself in this series.

Don't fail to read what he has to say in script on penmanship.

MENTAL MEANDERINGS

By CARL MARSHALL, Route 1, Box 32, Tujunga, California.

Facing the Work Again

Well, the summmer fun is over, and most of us are back on the job again. When this Meandering appears, the great army of Educator boys and girls will be consulting with teachers, studying courses of study, finding agreeable boarding-places, meeting new chums, and otherwise settling themselves for the coming year's work. Quite some job, isn't it, getting everything going right? Some of you will have help, but most of you will have to work things out for yourselves, and, for one, I think that the more you have to do this, the better it will be for you. Nothing in human life is quite so strengthening as responsibility. Your leaners and clingers seldom get very far, and never any distance till they learn to stand on their own legs, and neither lean on nor cling to anybody.

And there is another thing that is almost as bad as leaning and clinging. This is **drifting.** A lot of people show wisdom and even enthusiasm in getting themselves well started in some good enterprise, and then haul in their oars and depend on the current to get them into port. No matter how fair the prospect is, young folks, it is not safe to give up planning and thinking. You and your affairs are not a clock that can be wound up and then come out at the end of eight days, right to the fraction of a split second. You have to navigate your own craft. The chronometer, the chart and the compass are very necessary on shipboard, but they can't take the place of the man in the conning tower.

Every piece of work that amounts to anything, begins with and is carried on by thinking. This is especially true of education. But all too many students tackle the job of getting an education with very little in the way of either planning or thinking. Ask the first dozen students you come across, to tell you just how they expect to be benefitted by the schooling they are getting, and see how many answers you will get from them that will show that they have really thought about the matter. The reasons they will give for going to school, are likely to be as "various" as the smells that Huck Finn found in the old steamboat wreck. But occasionally, you will get an answer that is worth listening to. A lecturer once propounded the foregoing question, or something like it, to a group of students, provided each with a slip of paper, and gave them five minutes to formulate an answer. When the time was up only one boy was ready. His answer read as follows.

"I expect my education, first, to show me how to make a living, and second, to teach me how to live."

That boy was not a drifter.

So, at this outset of the new school year, I would urge all of you, from the very start to THINK YOUR WAY THROUGH THE JOB. Do nothing, merely because some one tells you to. Even though you are not "from Missouri" make them "show you." Nobody whether he is a humble "student instructor," or a Professor with seven degree letters trailing after his name, has any right to ask you to believe anything or do anything unless he can tell you WHY! Your mind is as much your own private property as is your stomach. Be careful what you put in it.

There may be some teachers who may think I am preaching anarchy and resistence to authority. But I am not. I am trying to keep your minds free from it: for I do not know any anarchy that is worse than the ferment that seethes in a human mind that has been crammed with knowledge but not taught to THINK.

Do We Want More Snobs?

This question recently became a live midsummer topic through a commencement address deliverence last spring by one Professor Robert E. Rogers of the Massachusetts Institute of Technology. This professor is quoted with seeming authoritativeness, as advising his young collegians, both directly, and by implication, and even by deliberate argument, that it is not only the privilege but the duty of college men to be snobs. He uses the ugly word himself, and with apparent approval, of the term, although some of his scholastic friends and apologists have since tried to let him down easily, by assuming that he was only trying to be a bit sensational or funny, and that he did not really mean what he said.

But just and careful study of the address, as published in the current press, and not disputed so far, as to its accuracy, does not seem to justify this charitable conclusion. Both in his language and in his conclusions, Prof. Rogers seems to be seriously convinced that the thing he calls "being a snob" is a goal to which the college boys should seriously try to attain. He advises them not only to feel themselves personally superior to other people, but to push this claim aggressively, as a means of attaining to successful careers, in short, to be snobs for both social and business reasons. Among other attractive inducements for doing this, he tells them that they can just as well marry the boss's daughter as the office stenographer.

I think it is fair to assume that a man like Prof. Rogers knows the meaning of the words he uses, and is not unaware that the dictionaries tell us that a snob is "one who puts a false and vulgar overestimate on material possessions or fashionable standing, and, especially, one who modifies his mental or outward attitude towards persons or matters, because of wealth, station, etc., or the lack of them."

NOW, it is hard to believe that any decent man, much less a professional instructor and adviser of youth, could deliberately advise young men to adopt such an attitude as that, since it would be the encouragement of some of the very meanest impulses of human nature. But if he did not mean thus to advise these college boys, why did he use the language he did use, and try to back it up with specious argument? If Prof. Rogers merely meant, as his friends would have us believe, to urge his boys to be personally clean and high-minded, in other words, to be gentlemen, why in the name of patience, could he not have said so?

But the following literal excerpt from the objectionable address, as quoted in the August issue of the Golden Book Magazine, would seem to show that he meant something less lofty than that, and also affords us an interesting cross-section of his own spiritual interior:

> "Every one of you" he remarked, "has the ability to belong to a small aristocracy, an aristocracy that college men ought to be.—You cannot go on with the assumption that you are as good as the rest of the folks. You should take the attitude that you **are a damned sight better.**—You have got to take the rule away from the bootlegger, the politician, and the man who came up from one suspender button."

The man who can use that sort of talk to a group of boys who are going out to face the world with high ideals and bright hopes, seems to qualify as a snob and may be a scholar, but evidently falls considerably short of being a gentleman. If there are any more instructors of this kind among the Massachusetts colleges, it is high time they were eliminated.

FAUST'S MAGIC LETTER BUILDER

has been received from C. A. Faust, penmanship teacher and publisher of 1024 N. Damen Avenue, Chicago, Ill. The letter builder is a special ruled paper so numbered and so labeled and accompanied by illustrations which make the building of letters in their proper proportion possible for the beginning student.

Mr. Faust has been in the penmanship business for many years. He writes a remarkable hand for a man of his age—69 years. He included some of his recently written ornamental signatures which are a delight. They are written on various colored cardboards in different colors of ink. We congratulate Mr. Faust upon retaining his skill.

Any one who is interested in the Faust Magic Letter Builder should write to Mr. Faust for circulars.

R. S. COLLINS

(Continued from Page 7)

when he came to Philadelphia for medical aid.

In the death of Mr. Collins the profession has lost one of its ablest leaders; one who ever kept alive the best traditions in penmanship. He will be greatly missed, especially by those whom he trained to carry on in the field of penmanship, to whom his example was always an inspiration, and to whom he was ever a wise counsellor and a true friend.

M. J. RYAN.

Mr. R. S. Collins was one of the most enthusiastic penmen we have ever met. We had the pleasure of meeting and dining with him on several occasions and each time he had a scrap book full of beautiful specimens which he had collected. We never knew any penman who found more joy in gathering specimens of good handwriting. And how he guarded those books, turning the pages himself so that no marks might get on the specimens which were priceless to him.

Penmanship was one of the things for which Mr. Collins lived, and in which he got his greatest joy.

Unfortunately we have very few specimens of Mr. Collins' work to run in the Business Educator, but we hope some of our good friends who are so fortunate as to have specimens of his work will loan them to us for engraving.

Undoubtedly the world has lost in Mr. Collins one of its finest penmen, and a modest gentleman.

Oh! that we could impress upon the young men and women who are becoming interested in penmanship today of the great opportunities and joys awaiting them if they will prepare to take the places of these masters who are going one by one. These masters toiled many years to reach their high standards and so you must study and work faithfully. You must not expect too much of yourselves after a few months of practice. It takes perserverance and thorough training.

E. A. LUPFER.

Robert S. Collins realized as few do. that the world needs brotherhood, and it was in that spirit he mingled with the members of his profession. His tender, loving nature drew all to him. While he was surpassed by none as teacher and artist, it was his engaging and quiet manner, his gentle spirit, and his sympathetic and understanding heart that will cause him ever to live in the memory of his friends.

Dedicating his life at an early age to the profession which he so signally honored, his whole career conformed to its highest and best traditions. He has now joined that numerous and ever-increasing group of his brethren, who we trustingly feel are in a brighter and happier world.

HORACE HEALEY.

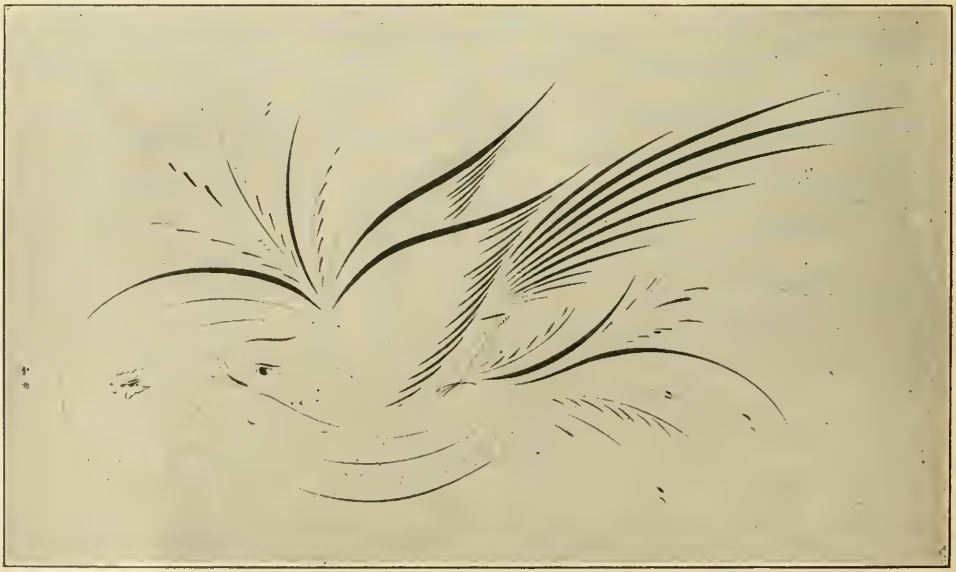
The Meadville Commercial College, which for the past seventeen years has been conducted by D. W. Hoff, has been purchased by Mr. E. L. Wolfe, who has been head of the commercial department of that school for the past seven and one-half years. Mr. Wolfe is a capable, experienced commercial school man and has a splendid future before him.

Mr. D. W. Hoff has been one of the leading men in penmanship and commercial education for many years; in fact, he has been in the educational work for fifty years. Our readers are well acquainted with his high class pen work and engrossing.

We wish Mr. Hoff many years of happiness and Mr. Wolfe unlimited success with the school.

We received a beautiful catalog published by **Marion Business College** of the Indiana Business College chain, Marion, Ind., which contains many photographs of former students who are forging ahead in the business world. It is the kind of a catalog which creates in young people a desire to accomplish something in business, and to secure the proper foundation—which is, training in a good business school.

H. K. Durkes who for the past six years has been with the Huntington, Ind., Business University is now teaching in the Jackson, Mich., Business University.



A gem from the pen of R. S. Collins. We received other specimens of his work which came too late for this issue.

A very enthusiastic meeting was held July 20th in Dallas, Texas, by the **Southwestern Private Commercial Schools Association.** George A. Meadows, Draughon's Business College is President. They are well represented by the Business Colleges of the Southwest, and every member seems to be very active and progressive. They discussed Cooperative Advertising; Standardization of Courses, Subjects Taught and Rates, and Methods of Enforcing the New Private Commercial School Law in Texas. An attorney has been engaged to see that the schools live up to the law.

If this organization continues to have its regular meetings and its members keep up its active work, it will accomplish a great good for commercial education and we are going to hear more from it.

T. C. Patterson has purchased the Hannibal, Mo., Commercial College. Mr. Patterson has been with the Chillicothe, Mo., Business College for some years and is quite a skillful penman.

The Business Educator wishes Mr. Patterson much success.

H. A. Roush, Business High School, Pittsburgh, Pa., and formerally supervisor of Handwriting in the Philadelphia, Pa., schools gave a very interesting talk to the students in the Zanerian summer school. Mr. Roush has given considerable time to methods of teaching and has had very valuable experience in teaching handwriting. He attended the Zanerian in 1907-8.

WHEELER STUDENT WINS STATE CHAMPIONSHIP AS TYPIST OF ALABAMA

Miss Celia Kartzinel, seventeen-year-old student of Wheeler Business College, won state championship in typewriting contest, held at Montevallo, May 4, 1929, having written on an Underwood typewriter seventy-three net words per minute for fifteen consecutive minutes with only seven errors and was awarded gold medal. Miss Kartzinel's record is one of the best state records ever made, and she will have the honor of representing Alabama and the Wheeler Business College at Toronto, Canada, where the International Contest will be held on September 29th.

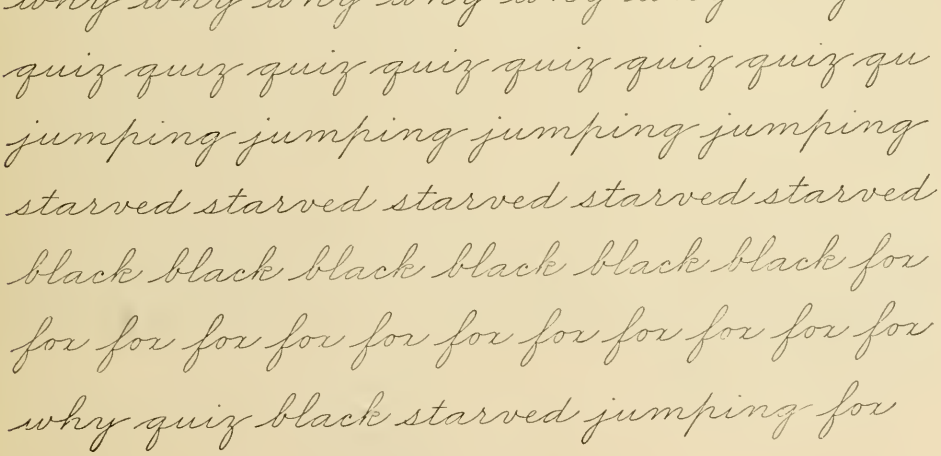
MISS CELIA KARTZINEL

This is the second time in three years that a Wheeler student has had the honor of winning the State Championship.

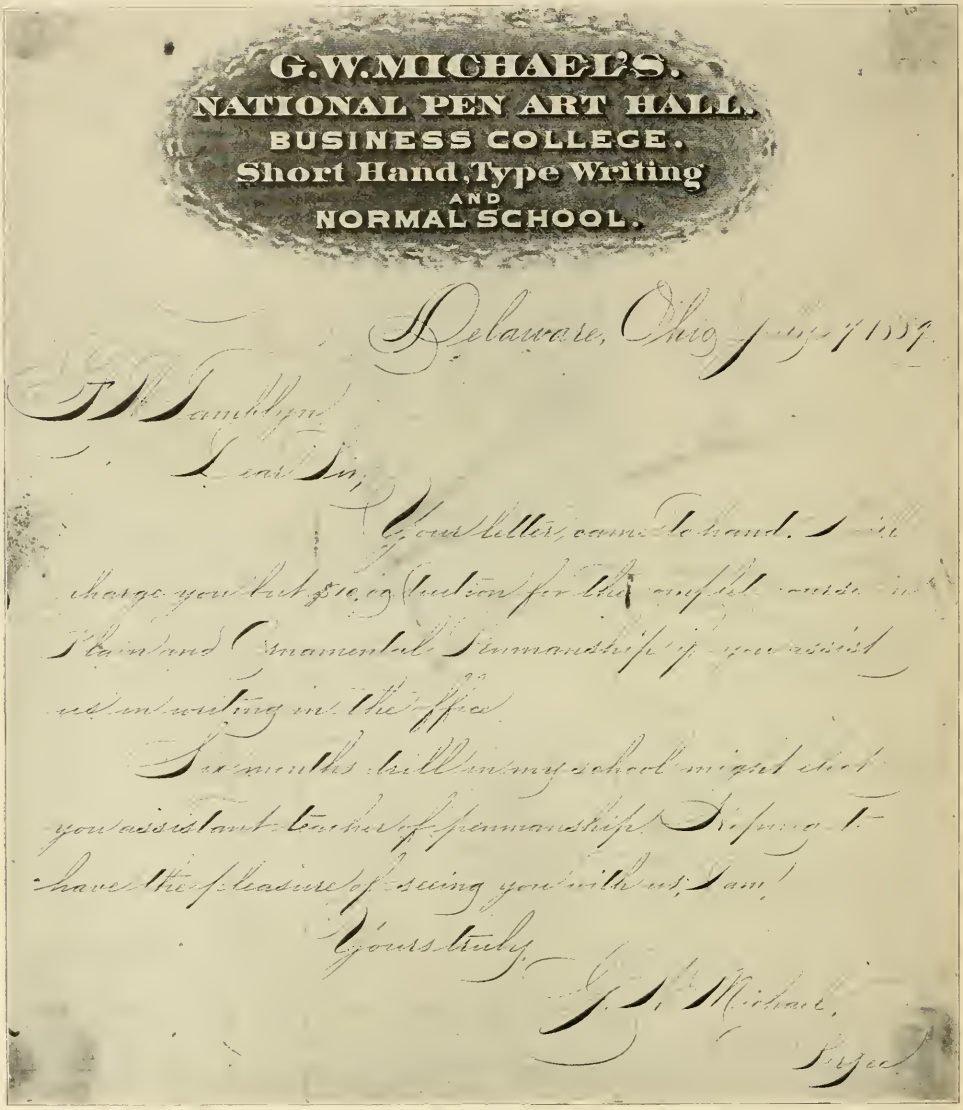
Frank A. Kuennen, the husband of Lenna Rovick Kuennen, died at his home, 241 Carroll Avenue, Grand Rapids, Mich., June 11, 1929, after a lingering illness of several years with a complication of ailments.

Mr. Kuennen was a man whom every one admired for his cheerful, happy disposition and sterling qualities; always a true and loyal friend and a citizen highly esteemed, one whose loss is keenly felt. He was in the clothing business many years and retired because of failing health. Mrs. Kuennen is a true Zanerian and was the supervisor of Penmanship in Muskegon, Mich., schools before her marriage. We are assured she has the heartfelt sympathy of all the Zanerians.

Mr. Howard L. Evans and **H. E. Hudson,** both former students of the Zanerian, are enthusiastic penmanship teachers in Beacom College, Wilmington, Del. The number of certificate winners from this school proves that they are getting splendid results. We hope that next year they will secure even better results.



Mr. Collins was one of America's finest penmen. More of his work will be published.



G. W. MICHAEL'S.
NATIONAL PEN ART HALL.
BUSINESS COLLEGE.
Short Hand, Type Writing
AND
NORMAL SCHOOL.

Delaware, Ohio July 7 1889.

F. W. Tamblyn

Dear Sir,

Your letter came to hand. I will charge you but $10.00 tuition for the complete course in Plain and Ornamental Penmanship if you assist us in writing in the office.

Six months trill in my school might elect you assistant teacher of penmanship. Hoping to have the pleasure of seeing you with us, I am,

Yours truly,

G. W. Michael,

Prizes

A letter writen in 1889 by Mr. Blosser, and kindly loaned to us by Mr. F. W. Tamblyn, Kansas City, Mo. Of the letter Mr. Tamblyn states: "It is a wonderful piece of penmanship, a letter I have always admired ever since I received it."

It is with much sadness I have learned of the death of Mr. Blosser who for the past forty years has been held in very high esteem by me. As a penman he had few if any equals. As a man, he has always been of the very highest type demanding the respect of all who knew him.—F. W. TAMBLYN, Kansas City, Mo.

MALDEN COMMERCIAL SCHOOL

Malden Commercial School is having a very successful year in its new home. The school moved last summer to the Dowling Building, Malden Square and now occupies spacious quarters on the third floor of this fine new building.

The rooms are unusually well adapted for school work. They are large, light and airy. The entrance to the school is private on the third floor and opens into a wide corridor from which the offices and all the various departments lead.

The building is of fire-proof construction, has elevator service, and the very latest of all modern conveniences.

All who have visited the new home have been much pleased with it and have declared that there is no finer location for a school anywhere.

Malden Commercial School has been established for twenty-six years and has made a steady and rapid growth. It now occupies an enviable position among schools of a like character in New England.

We congratulate Mrs. Alexander Kerr, President and Hallie A. Buckley, Principal, as well as all others connected with the institution.

The "Strahm" Oblique Penholder is a perfected instrument for writing Copper Plate Script. It is a great pleasure to use this wonderful penholder. Prices right to all. Send for FREE circulars. **F. L. TOWER, 601 Pleasant St., Hammonton, N. J.**

AGENTS' OUTFIT, 50c
($1.50 Value)
Agents find it easy to secure orders for visiting cards with this wonderful outfit. Big profits. Send for yours today!
T. M. TEVIS, Penman
Box 25-C CHILLICOTHE, MO.

MAKE OPPORTUNITY COUNT!
Again in the rank to serve you! Some say: "your cards are the finest"; "they are simply wonderful". Try to see them and judge for yourself. One dozen for 50 cts., or sample for one 5-cent postage stamp. Money back guaranteed, if not satisfied.
P. O. Box 809 San Juan, Porto Rico

Mr. H. Chandler Hunt, last year with the Milton, Mass., High School, is the new Head of the Commercial Department of the Meriden, Conn., High School.

Mr. Ralph S. Rowland of Lincoln, Neb., is a new teacher in the State Teachers College, Indiana, Pa.

Special Course in ILLUMINATING and DESIGNING
10 Lessons with corrections $25.00
A Beautiful Illuminated Piece 1.00
A Proportioned Scaling Instrument 2.00
Write for particulars
J. D. CARTER Deerfield, Ill.

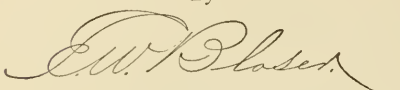
LEARN ENGROSSING
in your spare time at home. Thirty Lesson Plates and Printed Instructions mailed to any address on receipt of two dollars, Cash or P. O. Money Order.
P. W. COSTELLO
Engrosser, Illuminator and Designer
Scranton Real Estate Bldg.
Scranton, Pa.

Artistic Engrossing
of Resolutions, Memorials, Testimonials. In Book Form or Form to Frame
Illuminating a Specialty
Diplomas Lithographed and Filled
E. H. McGHEE
143 East State Street Trenton, New Jersey

Diplomas and Certificates
Catalog and Samples Free
HOWARD & BROWN
Rockland, Maine

The Value of Large Writing for Beginners in the Elementary Schools

By



(This is the second of a series of articles prepared by Mr. Bloser in 1928, on the Value of Large Writing for Beginners in the Elementary Schools.)

THE BUREAU OF EDUCATION SUGGESTS 24 POINT TYPE

The Bureau of Education, Washington, has issued Bulletin No. 65 entitled Eyesight of School Children, in which 24 or 30 point type is suggested for use in books to be read by children under seven. We are, of course, aware that the usual newspaper type is what is known as 8 point and we can, therefore, readily understand how large 24 point is in comparison.

Now, large type is advocated for small children from the standpoint of eyesight conservation alone. But how much more important it is that written forms also be large, since they involve not only the eyesight but the effort of the tender nervous and muscular systems of the child.

ANOTHER NOTED SPECIALIST'S VIEWS

Mrs. Winifred Hathaway is an authority on eyesight problems. She is Associate Director of the National Committee for the Prevention of Blindness, of which the Honorable William Howard Taft is Honorary President. She is also the author of books and pamphlets on the subject of conservation of vision, which have been written after many years of pedagogical experience. From Manual No. 18, written by Mrs. Hathaway, we quote the following from under Criticism of existing Conditions:

> Too small a scale is used for written work, materials and appliances.
>
> As a rule, the writing and number work of both teacher and pupil are too small.
>
> Busy work materials are often on altogether too small a scale.

Under Prevention appears the following:

> Many children who enter school with very nearly normal vision are found at the end of the fourth or fifth year to be suffering from serious eye trouble. Young children have difficulty in accommodation; in early life there is no intensive use of the eyes; on entering school the accommodation necessary for blackboard work, book print, and written exercises is very trying; if, in addition, there is insufficient light, eye-strain is almost sure to result.

DR. TERMAN'S RESEARCH WORK LEADS TO LARGE WRITING

No work is better known or more highly regarded today by students of the hygiene of children than "The Hygiene of the School Child" by Dr. Lewis M. Terman, Professor of Education, Stanford University.

From that 417 page volume we quote the following from the chapter devoted to the Hygiene of Vision:

> From 15 to 30 per cent of school children have seriously defective vision. This would mean that in the public schools of the United States there are from 3,000,000 to 6,000,000 such children.
>
> Since school work, at best, is likely to result in abuse of the visual mechanism, special attention should be given to such matters as rest periods, size of handwriting, the hygiene of textbooks, etc.
>
> School books should be made of white paper, without gloss; the lines should be short, the margins wide and the print large.
>
> The handwriting should be large and oval. In the first grades blackboards should largely replace book and pencil.

A STRONG INDORSEMENT OF LARGE WRITING BY THE BUREAU OF EDUCATION

But the United States Bureau of Education, Washington, has registered their approval of large writing as well as of large type for beginners. In a special and emphatic letter on that subject to Zaner & Bloser Company, written by L. A. Kalbach for the Bureau, appears the following:

> It is quite generally accepted that the teaching of handwriting should follow the desire of children to express ideas and to relate experiences. Also that such writing should bring into play the large arm muscles before any coordination of the fine muscles is demanded. Some of our more progressive school systems are having the children write on large sheets of paper with spaces 3 or 4 inches high before they use a smaller space, and a ¾ inch lined paper is quite commonly used for second grade writing.

The above conforms with the most advanced methods in teaching handwriting to the children in the first and second grades in the elementary schools; and the methods approved closely conform with the methods presented in the Freeman Correlated and Zaner Method Writing Books, even exceeding them to some extent in the size of the work for beginners. Their statement also clearly indicates that they have been making a study of the size of writing with which beginners should be taught and they speak in no uncertain terms in favor of large letter forms.

We know of no similar recommendation of the features and methods of a series of writing books for the public schools ever having been given by the Bureau of Education. It is most gratifying to the authors and publishers, and all interested in better handwriting should not fail to take note of this high indorsement.

Dr. Anna E. Rude, Director of the Child Hygiene Division of the Children's Bureau, Washington, in a report to Secretary of Labor Davis, made this statement:

> The toys, games, puzzles and picture books used by children should be big and clear. Anything that demands close inspection in order to be seen and enjoyed is not a proper article for a little child.

Is it possible that the experts in pedagogy and child study in the Bureau have never learned that, as some are endeavoring to make it appear, it is almost criminal to allow a child to swing off large, free letter forms with a sliding arm movement? The only answer is, that while they have no doubt heard of these claims, they disregard them and consider them unworthy of serious consideration. They are aware that an effort on the part of the child to make large script forms with the whole arm movement is in keeping with his physical and mental development and is the proper training for him in both conception of form and skill in movement.

DEFECTIVE EYESIGHT OF CHICAGO SCHOOL CHILDREN

> Last year (1927) the school physicians found over 31,000 children with defective eyesight.

The above is quoted from a recent number of The Chicago Schools Journal, published by The Chicago Board of Education, and clearly indicates the necessity for avoidance of the fundamental causes of eye strain, some of which are small type and script.

BRITISH AUTHORITY

The British Association for the Advancement of Science in their Report on the Influence of School-Books upon Eyesight, state:

> At the age when school life begins the visual apparatus is still immature. The orbits, the eyes themselves, and the muscles and nerves which move them, have still to increase considerably in size. The various brain-structures concerned in vision have not only to grow but to become more complex. The intricate coordinating mechanism which later will enable the eyes, brain, and hand to work together with minute precision is awaiting development by training. The refraction of the eyes is not yet fixed. It is usually more or less hypermetropic, with a tendency to change in the direction of normal sight; in other words, it has not reached the ideal condition in which the eyes see distant objects without accommodative effort, but is tending towards it. In short, the whole visual apparatus is still unfinished, and is therefore more liable than at a later age to injury by over-use. Over-use of the eyes is chiefly to be feared in such occupations as reading, writing, and sewing, not in viewing distant objects.
>
> Small print leads the young scholar to look too closely at his book.

It will be readily seen that any points made against small print count doubly against small handwriting.

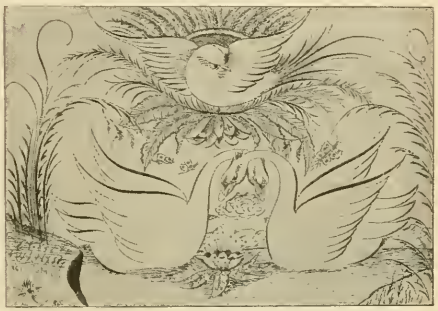
But no doubt we have given enough evidence to convince any unprejudiced persons that from the standpoint of eyesight conservation alone large writing is justified and small writing condemned for beginners.

Turn where you will to authorities on eyesight conservation of children and you will find unanimous agreement in favor of large script forms for beginners in handwriting.

Our references are from oculists and from teachers who have developed into specialists in the study of child problems whose only point of view is child betterment. No one can accuse them of being swayed in the least by any other interest.

(To be Continued)

Signatures from the pen of Porto Rica's most skillful penman, M. Otero Colmenero.



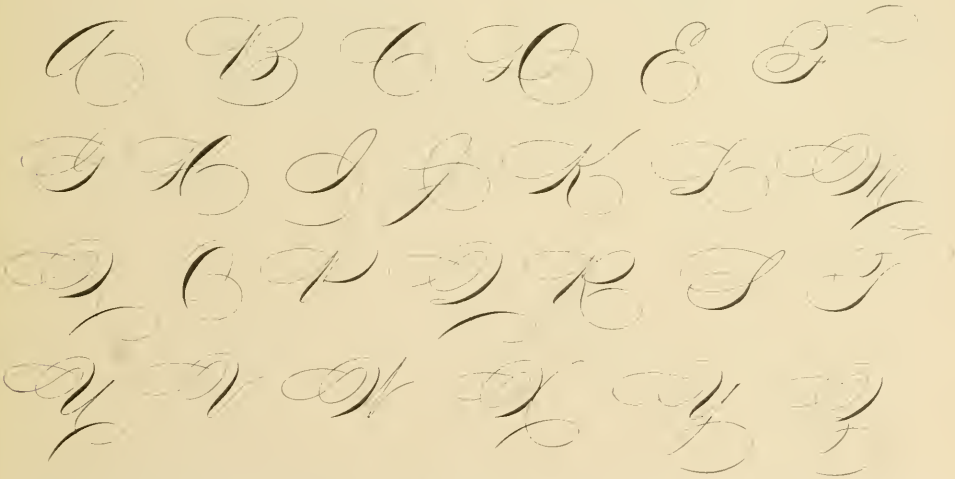
By Robert Schaefer, Belgrade, Mont.

An attractive catalog has been received from the **Draughon's Business and Commercial Teachers Institute** of Atlanta, Ga. H. R. Todd, Principal, and Clark Harrison, Vice-President and Manager, are actively connected with the school.

This school has a very strong department for training Commercial teachers.

Mr. I. Z. Hackman, who has been teaching for the past two years in the Philadelphia, Pa., Business College, will be connected with the School of Business Administration at Drexel Institute, Philadelphia, Pa. Mr. Hackman is a very fine Pennsylvanian. We have known him for some twenty years. He is a penman of unusual skill and an excellent teacher.

Mr. Elmer Elvin Spanabel who attended the Zanerian College of Penmanship in 1909 and who for some years has been teaching in the Fifth Avenue High Schools, Pittsburgh, Pa., was recently granted the degree of Doctor of Philosophy from Duquesne University. Dr. Spanebel is a typical example of the progressive spirit of Zanerians.



This simple, skillfully written alphabet was sent to us by Mr. James D. Todd, Salt Lake City, Utah. Students will find in this alphabet much beauty. It is well worth their effort in imitating. We can not help but comment on the beauty of some of the letters like the G, I, S, W and others. It would be difficult to find any more nearly perfect letters.

"MR. MEADOWS SAYS:"

By GEO. A. MEADOWS, Draughon's Business College, Shreveport, La.

Of all the people who should be ethical in their every-day lives—in all of their dealings—it is the private commercial teacher, and, more especially, the private commercial school owner or manager. It is OUR business to TEACH business, and a part of those teachings should be to impress upon our students and, in fact, on all with whom we come in contact, the importance of dealing HONESTLY and FAIRLY and of practicing high IDEALS.

Among the MOST important things we should practice and teach our pupils, and those with whom we are associated, is to maintain an open mind, take a broad view of matters, and, above all, refrain from unjustly critisizing or "knocking" our competitors. To indulge in the latter not only leaves a bad impression but it invariably reacts unfavorably on ourselves.

Another important thing to impress upon our students and associates is the importance of living up to the very letter, and of carrying out any contracts which we make, regardless of the consequences. One's reputation should be his greatest asset. Let your "word be as good as your bond."

We can ALL teach more by EXAMPLE than we can by "preaching." Let us so live and conduct ourselves that our students and associates will naturally be imbued with the idea and desire to be a better man or woman and a more useful citizen.

LEARN AT HOME DURING SPARE TIME Write for book, "How to Become a Good Penman," and beautiful specimens. FREE. Your name on card if you enclose stamp. F. W. TAMBLYN, 406 Ridge Bldg., Kansas City, Mo.

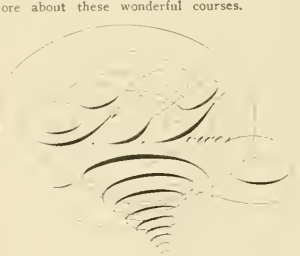
I TEACH PENMANSHIP BY MAIL

Small cost, easy lessons, during your spare time. Write for my book, "How To Become An Expert Penman," FREE! It contains specimens and tells how others became expert writers by the Tevis Method. Your name will be elegantly written on a card if you enclose stamp to pay postage. Write today!

T. M. TEVIS, Box 25-C, Chillicothe, Mo.

Lessons in Advanced Writing

Save time and money in penmanship with a definite object in view—MASTERY OF CONTROL. The Charting Method is the BEST MAIL SYSTEM OF WRITING in the United States, original and up-to-date. Tuition rates are lower than ever, and within the means of all. SATISFACTION fully GUARANTEED. Send for FREE circulars NOW and learn more about these wonderful courses.



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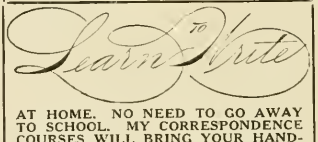

AT HOME. NO NEED TO GO AWAY TO SCHOOL. MY CORRESPONDENCE COURSES WILL BRING YOUR HANDWRITING UP TO PROFESSIONAL STANDARD. All copies fresh from my pen, together with personal criticisms and letters of advice, are bound to make success for you. Send for a free folder. Your signature written six styles on cards if you enclose dime.

A. P. MEUB,
Penmanship Specialist
1944 Loma Vista St., Pasadena, Cal.

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Script Specialist for Engrossing Purposes

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The finest script obtainable for bookkeeping illustrations, etc. The Mills Pens are unexcelled. Mills' Perfection No. 1—For fine business writing, 1 gross, $1.50; ¼ gross, 40c, postpaid. Mills' Medial Pen No. 2—A splendid pen of medium fine point, 1 gross $1.25; ¼ gross 35c, postpaid. Mills' Business Writer No. 3—The best for business, 1 gross $1.25; ¼ gross 35c, postpaid. 1 doz. of each of the above three styles of pens by mail for 40c.

Engrosser Wanted

Experienced, also a Beginner to learn the Business, Good Opportunity. Must have some experience. State Age, Salary and send Specimens.

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DESIGNING AND ENGROSSING

By E. L. BROWN, Rockland, Maine.

LETTERING AND TINTING

A rather neat and effective design for your attention this month. An excellent way to follow when designing is to lay off the work on a sheet of paper on which you can make corrections or changes without fear of spoiling the surface for pen or brush work. Next make a tracing, add pencil smut to the back then trace on the sheet of bristol board. A 4-H pencil will be needed for the finished drawing—do not use a soft pencil for this purpose.

Let us say again that a drawing board, T.-square and ruling pen are most important implements of the engrossers equipment. Water-proof India ink (Zanerian is excellent) water colors and brushes, lettering pens of various sizes, 3 ply kid finish cardboard. Different grades of Whatman's paper and sheepskin are necessary for the equipment of the professional engrosser.

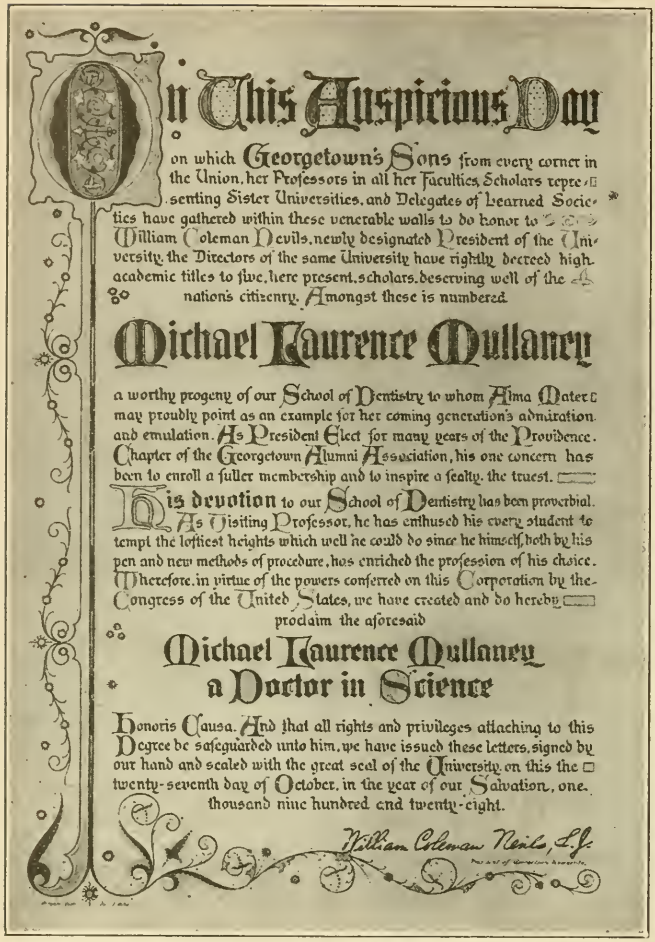
The original of the copy measures 9x13. After completing the pencil drawing outline leaves and roses in a very pale line. Use deluted India ink or lamp black and water, and be sure to make a very delicate and indistinct line. Next ink in the two prominent words "Birthday" and "Souvenir" with India ink. The smaller lettering may be added after the washes are completed. Erase all pencil lines before adding the color. Beginners as a rule are afraid of color so to speak, and use it so sparingly that the result is lacking in transparancy. Be generous with your color and let it flow freely from the brush and do not scrub it in, and thus destroy the quality of crispness which is so necessary in water color work.

Large surfaces will test your skill, therefore study background of this design very closely. The leaves as a whole should be darker—however, aim for variety in tones and proper arrangement of light and shade. Touches of solid black on the leaves near the outline of the roses will add to the effect of contrast. Background of initial "B" is red, also ornament following word and the lines underscoring smaller lettering. Observe the graduation of tone on face of letters in word "Souvenir." Begin letter "R" with considerable body in the color, thinning color with water as you approach the initial "S".

Send us some of your work for criticism and suggestions, and when you encounter disturbing problems in your progress, perhaps we could help you in their solution.

(See following page)

Birthday
Souvenir
HEARTY
CONGRATULATIONS
ON YOUR
BIRTHDAY
AND MAY YOUR
YEARS BE MANY, HAPPY
AND PROSPEROUS.



On This Auspicious Day

on which Georgetown's Sons from every corner in the Union, her Professors in all her Faculties, Scholars representing Sister Universities, and Delegates of Learned Societies have gathered within these venerable walls to do honor to William Coleman Nevils, newly designated President of the University, the Directors of the same University have rightly decreed high academic titles to five, here present, scholars, deserving well of the nation's citizenry. Amongst these is numbered

Michael Laurence Mullaney

a worthy progeny of our School of Dentistry to whom Alma Mater may proudly point as an example for her coming generation's admiration and emulation. As President Elect for many years of the Providence Chapter of the Georgetown Alumni Association, his one concern has been to enroll a fuller membership and to inspire a fealty, the truest.

His devotion to our School of Dentistry has been proverbial. As Visiting Professor, he has enthused his every student to tempt the loftiest heights which well he could do since he himself, both by his pen and new methods of procedure, has enriched the profession of his choice. Wherefore, in virtue of the powers conferred on this Corporation by the Congress of the United States, we have created and do hereby proclaim the aforesaid

Michael Laurence Mullaney
a Doctor in Science

Honoris Causa. And that all rights and privileges attaching to this Degree be safeguarded unto him, we have issued these letters, signed by our hand and sealed with the great seal of the University on this the twenty-seventh day of October, in the year of our Salvation, one thousand nine hundred and twenty-eight.

William Coleman Nevils, S.J.

This beautiful piece of engrossing is from the studio of H. E. Miles, Providence, R. I. The original was beautifully colored, which unfortunately is lost in the reproduction. Enough, however, has been retained to give one a splendid idea of the beauty of the original.

TALKS TO THE ZANERIAN SUMMER SCHOOL STUDENTS

The following persons gave talks to the 1929 Zanerian Summer School Students.

Mr. C. A. Barnett, Supr. of Writing, Cleveland, Ohio.

Mr. H. M. Hill, Supr. Writing, Columbia, S. C.

Mr. A. G. Skeeles, Supr., of Writing, Columbus, Ohio.

Miss Marguerite Llewellyn, Traveling Supr., for the Zaner-Bloser Company.

Mr. C. S. Chambers, Supr. of Writing, Syracuse, N. Y.

Miss Mildred Moffett, Traveling Supr., for the Zaner-Bloser Company

Mr. H. A. Roush, Business High School, Pittsburgh, Pa.

Miss Madge Guequierre, Supr. of Writing, Milwaukee, Wis.

Olive Mellon, Supervisor of Handwriting, Atlantic City, N. J.

SCRAP BOOKS

I have for sale, six prize scrap books, containing the best work of the finest penmen of the past twenty-five years. These books took first prize a few years since, at the Cleveland meeting of the N. C. T. A. as the finest collection of professional work on exhibit. Address,

H. W. PATTEN
1330 Spruce St., Phila., Penna.

Miss Beulah P. Beale, a student in the 1927 Zanerian Summer School, has been appointed Supervisor of Handwriting in the public schools of Baltimore, Md.

Miss Beale has a splendid background for supervision work, since she has taught in practically all of the grades, from the primary through high school. We predict for her a splendid success in her new field of endeavor.

VISITORS

The following persons visited the Business Educator and the Zanerian College of Penmanship recently:

Dr. John A. Tabor, Dallas, Texas.

Miss Madge Guequierre, Supr. of Writing, Milwaukee, Wis.

Miss Minnie Knepper, Supr. of Writing, Monongahela, Pa.

Mrs. Bessie McClintock, Traveling Supr., for the Zaner-Bloser Company.

Rene Guillard, Evanston Twp. High School, Evanston, Ill.

J. B. Hague, Haring Engrossing Studio, New York City, N. Y.

Miss Mildred Moffett, Traveling Supr., Zaner-Bloser Company.

Miss Marguerite Llewellyn, Traveling Supr., Zaner-Bloser Company.

Mr. and Mrs. H. M. Hill, Columbia, S. C. (Mr. Hill is Supr. of Writing in the Columbia Schools.)

Mr. and Mrs. H. A. Roush, Pittsburgh, Pa. (Mr. Roush is with the Business High School of Pittsburgh.)

C. A. Barnett, Supr. of Writing, Cleveland, Ohio.

Miss Merle Fordham, Detroit, Mich.

A. T. Bondy, Rickett's Engrossing Studio, Chicago, Ill.

Miss Mattee-Conn Baldon, Traveling Supr., for Zaner-Bloser Company.

Miss Margy Shaw, Gloversville, N. Y.

P. W. Clark, Clark's Business College, Louisville, Ky.

C. J. Newlin, Attica, Ind.

J. E. Stage, Supt. of Schools, Crooksville, Ohio.

Mr. and Mrs. George Eberhart, Huntington, Ind.

C. Spencer Chambers, Supr. of Handwriting, Syracuse, N. Y.

Miss Edith Taft, a recent graduate of Bay Path Institute, Springfield, Mass., is a new commercial teacher in Montpelier Seminary, Montpelier, Vermont.

Miss Mary Edna Seanor of Harrisburg, Pa., has recently been elected to teach commercial work in the Derry Township High School, Derry, Pa.

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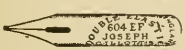
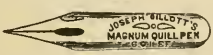
No. 1 Principality Pen



No. 604 E. F. Double Elastic Pen



No. 601 E. F. Magnum Quill Pen

Gillott's Pens stand in the front rank as regards Temper, Elasticity and Durability

JOSEPH GILLOTT & SONS
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HITHER AND YONDER

Written August 1. Some of the shifts of teachers brought about by us in July: Illinois to Vermont; Maryland to New Hampshire; Massachusetts to New Hampshire; Massachusetts to Maryland; Los Angeles to Spokane; Atlanta to Buffalo; New York City to Pittsburgh; Maine to New Hampshire; Iowa to West Virginia; New Jersey to Pennsylvania. Highest salary for a man, $3300; for a woman, $2250. Highest salaried position now open on our books, $6500. May we help you?

THE NATIONAL COMMERCIAL TEACHERS' AGENCY
(A Specialty by a Specialist)
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A PROFITABLE VOCATION

Learn to letter Price Tickets and Show Cards. It is easy to do Rapid, Clean Cut Lettering with our improved Lettering Pens. Many Students are Enabled to Continue their Studies through the Compensation Received by Lettering Price Tickets and Show Cards for the Smaller Merchant, Outside of School Hours. Practical lettering outfit consisting of 3 Marking and 3 Shading Pens, 1 color of Lettering Ink, sample Show Card in colors, instructions, figures and alphabets prepaid $1.00. Practical Compendium of Commercial Pen Lettering and Designs 100 pages 8x11, containing 122 plates of Commercial Pen alphabets finished Show Cards in colors, etc.—a complete instructor for the Marking and Shading Pen, prepaid, $1.

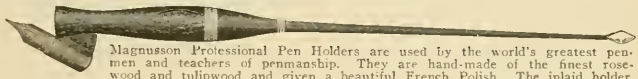
Trade Mark Catalog Free THE NEWTON AUTOMATIC SHADING PEN COMPANY Dept. B Pontiac, Mich., U. S. A.

COMBINATION OFFERS

is the title of an eight page leaflet describing books on penmanship, and giving very attractive prices on these books in connection with the BUSINESS EDUCATOR.

A copy of this leaflet will be gladly sent free to any one. Write for your copy today.

THE ZANER-BLOSER COMPANY **Columbus, Ohio**



Magnusson Professional Pen Holders are used by the world's greatest penmen and teachers of penmanship. They are hand-made of the finest rosewood and tulipwood and given a beautiful French Polish. The inlaid holder, with the ivory knob on stem, is the most beautiful as well as the most useful holder made. The light weight, correct balance and expert adjustment, make Magnusson Holders superior. Made by three generations of penholder manufacturers and used by the world's leading penmen. Straight or Oblique—state which.

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Discounts in quantities to teachers and dealers

8-inch plain grip, each	50c
8-inch inlaid grip, each	75c
12-inch plain grip, each	75c
12-inch inlaid grip, each	$1.35

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EMERGENCY VACANCIES

SPECIALISTS' EDUCATIONAL BUREAU

Many fine positions are reported late. Get your name upon our available lists at once. If you are enrolled and available, inform us immediately.

SPECIALISTS' EDUCATIONAL BUREAU
Robert A. Grant, President **Shubert-Rialto Bldg., St. Louis, Mo.**

Do You Want a Better Commercial Teaching Position?

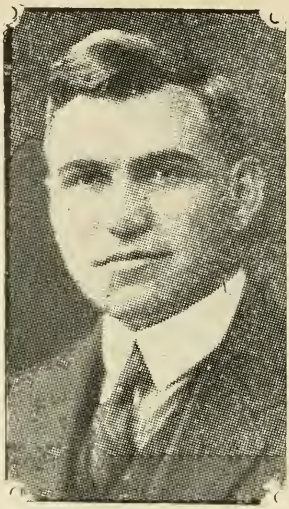
Let us help you secure it. During the past few months we have sent commercial teachers to 26 different states to fill attractive positions in colleges, high schools and commercial schools. We have some good openings on file now. Write for a registration blank.

Continental Teacher's Agency
BOWLING GREEN, KENTUCKY

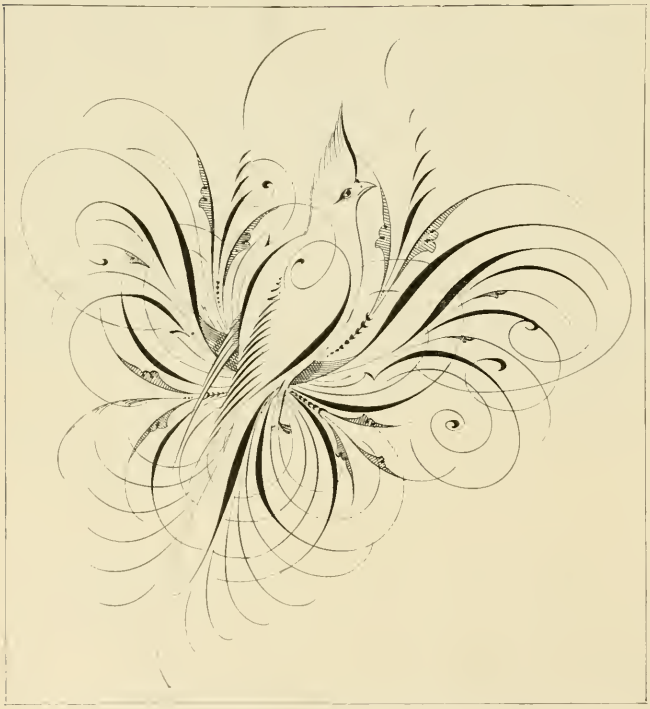
Reading, Mass., is giving handwriting careful consideration. Four hundred Penmanship Certificates have been won by the seventh and eighth grades since **Miss Margaret Cameron** took charge of the work. Miss Cameron is a very skillful writer and a conscientious penmanship teacher.

Rider College Pictorial is the title of a very effective, beautiful catalog received from the Rider College, Trenton- New Jersey. F. B. Moore and J. E. Gill are the two men back of the prosperous school. It is, as the title suggests, a pictorial description of the school activities.

Richard W. Massey, who for the past thirty-seven years has operated the Massey Business College, Birmingham, Ala., has retired from active school work. He has planned, however, to carry on the business college maintaining the high standard which he has set. The school has been purchased by Prof. G. M. Lyons, who has been connected with the school for many years as Vice-President and Manager. Mr. Lyons is a man of splendid character and ability.



Jay W. Miller



This beautiful bird flourish is the first of a series of masterpieces from the pen of H. P. Behrensmeyer, Quincy, Ill. Gem City Business College. Mr. Behrensmeyer has been one of the finest penmen in Amrica for over a quarter of a century.

J. W. MILLER ON GOLDEY STAFF

Jay W. Miller will assume executive duties at Goldey College tomorrow, assisting in the general management of the school. Mr. Miller will be particularly engaged in the development and expansion of the work at Goldey College. Several new courses will be instituted under his direction.

Mr. Miller is said to be an expert salesmanship and comes to Wilmington from Chicago, Ill., where he has served for the past two years as sales counselor and field instructor of the National Association of Real Estate Boards.

He was at one time head of the accounting department at Goldey College. He was active in the work of Grace M. E. Church and in Masonic circles. After leaving Wilmington he studied at the University of Minnesota and in 1924 received his B. S., degree. While attending the university, Mr. Miller was instructor in accounting in evening classes. In the summer of 1926, he was a graduate student at the University of Chicago.

Mr. Miller served as vice-president of the Knox School of Salesmanship, Oak Park, Ill., from 1924 until 1927. During the summers of 1924 and 1925 he was an instructor in bookkeeping methods and salesmanship methods in the normal session of Gregg School, Chicago.

For the past few years he has been very much interested in salesmanship and has conducted classes and conferences in many cities on this subject. He conducted sales schools for the Standard Oil Company, Indiana; F. E. Compton and Co., Publishers, Fidelity Health and Accident Co., the Metropolitan Realty Co., and other Chicago firms, and was in charge of real estate selling and real estate appraising for many of the larger real estate boards in Illinois, Indiana and surrounding states.

In addition to his work in salesmanship, Mr. Miller is also well known in the accounting field. His biographical sketch appears in the latest of "Who's Who in Accounting." He is a trained public speaker who has had much practical experience in the business world.

Mrs. Miller is also a former instructor at Goldey College.

C. A. Barnett, Supervisor of Handwriting of the Cleveland, Ohio, Public Schools visited us during the summer and gave a very interesting talk on penmanship to the Zanerian summer school students. In his talk he emphasized the importance of teachers and supervisors acquiring skill in various lines of pen work. He stated that every teacher can use all the skill he possesses in any subject he is teaching. Mr. Barnett executes many fine resolutions which help to create more interest in handwriting among the students of his schools, and as he states, it helps him to get more joy out of life.

BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to enable our readers to determine its value.

Economics, by Walter H. Hamilton. Published by American Library Association, Chicago, Ill. Paper cover, 48 pages.

This course has been prepared for those who wish to know more about the subject called "economics." It is written to invite, even to provoke, reading on fascinating aspects of life. The course comprises a brief introduction to the subject and a guide to six readable books. The books should be available in any general library or may be obtained through any good bookstore.

If you wish to continue your reading in this field, the librarian of your Public Library will be glad to make suggestions. If you desire to increase your knowledge of other subjects, you are referred to the other courses in this Reading with a Purpose series and to your Public Library.

Speaking in Public, by Arleigh B. Williamson, M. A., Associate Professor of Public Speaking and Chairman of the Division of Public Speaking, Washington Square College, New York University. Published by Prentice-Hall, Inc., New York City, N. Y. Cloth cover, 412 pages.

Based on thirteen years' practical teaching experience, this complete manual presents all sides of the subject—the planning and preparation of speech as well as the mechanics of good delivery. Williamson believes that both composition and delivery should receive equal emphasis, and it has been his experience that if either element is over-stressed, at the expense of the other, the desired end will not be attained.

The book, a complete guide on speaking, begins by considering some of the common causes of ineffective speaking, and goes on to show how the initial difficulties may be overcome. In this connection the psychological background underlying many cases of nervousness and inability to face an audience is studied in detail. Particular pains are taken to make everything clear by means of plain, straightforward English—no psychological terms are employed. The various means for avoiding common pitfalls are pointed out.

Then, the book takes up the ways of winning an audience through eye-appeal; the use of posture, gesture and movement; and the speaker's platform conduct. Oral delivery next receives attention, much space being given to vocalization, articulation, and overcoming vocal monotony.

Emphasis is placed on the choice of subject and the aim of the speech, and how both may be adapted to the audience and the occasion. The methods of finding the necessary material and planning the speech are taken up in detail. Consideration is then given to the means of developing the subject, whether by exposition, narration, argument, or a combination of these methods. The best ways to begin and end a speech, and for gaining and holding interest are outlined. In conclusion, the important matter of producing the desired action in an audience is fully developed.

The book presents, in simple direct fashion, the methods employed by the foremost speakers. All who have occasion to address a group of people—whether it be to entertain, to instruct, to debate, or to get action from the audience—will find here the means by which they can travel far on the road to accomplish the desired results.

The New Gregg Shorthand Series
Gregg Shorthand Manual, Anniversary Edition by John Robert Gregg.
The Gregg Publishing Company, New York, N. Y.

A scientific presentation of the principles of Gregg Shorthand in accordance with the latest pedagogical procedure, marking a stimulating step forward in commercial education.

In this New Manual shorthand is presented as a skill subject. The principles and wordings are arranged in the order of their frequency in the most commonly used words. Under this arrangement a useful business and general vocabulary is acquired with astonishing rapidity. As an illustration, the first chapter alone will enable the student to write 42 per cent of the words encountered in nontechnical English. Further illustration of the correctness of this approach is found in the fact that short business letters can be introduced in the first chapter.

The rules are simple, direct, and definite, and abundant drill is provided for each. In harmony with modern pedagogy, the rules have been relegated to their proper place—in the background of the learning process of a skill subject.

The principles are presented in 12 chapters, instead of the 20 lessons appearing in the present Manual, making possible a marked reduction in the time of learning. Prefixes and suffixes have been considerably reduced to conform to the findings of scientific research, and are introduced in the order of frequency.

Each chapter is subdivided into three short, logical teaching units. The reading and dictation material has been more than doubled. The book contains 36 pages of graded business letters and sentences in shorthand, and 12 pages in type to furnish constructive practice.

The pedagogical organization of the book is greatly enhanced by the use of larger type and bolder, more easily read style of shorthand than is employed in the present Manual.

Progressive Exercises in Gregg Shorthand, Anniversary Edition.
By John Robert Gregg.
The Gregg Publishing Company, New York, N. Y.

Progressive Exercises was first issued in 1899. It was revised in 1902 and again in 1916. Its popularity as a convenient, economical, and accurate testing book has made it an inseparable companion to the Gregg Shorthand Manual.

The Anniversary Edition is a complete revision. Each of its thirty-six exercises is a thorough objective test of the principles presented in the correspondingly numbered unit in the Anniversary Edition of the Shorthand Manual. The material composing the exercises is new and contains a large percentage of business words and phrases of high frequency, supplementing, but not duplicating, the vocabulary of the new Manual unless the nature of the test made it desirable to do so. The words were chosen mainly from the fourth and fifth thousand words of high frequency (the Horn Study). The phrases were selected from the Hoke list of 500 commonly used business phrases.

The size of the book has been changed to conform to the size of the Manual. The standard-width column and line of the Gregg Shorthand notebook are used for the first time in this edition of Progressive Exercises. Teachers will welcome this standardization as an effective aid in securing more accurate proportion.

New Typewriting Studies, Elementary Course, by William E. Harned. Published by Ginn & Co., Boston, Mass. Cloth cover, 115 pages.

The choice of the subject matter in "New Typewriting Studies" has been governed by (1) the present needs, interests, and capacities of the pupils and their varying degrees of ability for typewriting, and (2) an analysis of the work actually done by typists, stenographers, and secretaries. Departmental managers and even presidents of some of our largest and best-known business organizations have taken an active part in choosing and appraising materials found herein that have universal and permanent value in helping the learner most effectively to meet and control situations in business life.

The methods used in the textbook call for maximal self-direction and assumption of responsibility on the part of the pupil. The aim of the textbook is not only to develop technical skill but also to afford experience in forming judgments and to give insight into those broader meanings and connections that are necessary for an intelligent understanding of the work.

Gregg Speed Studies, Anniversary Edition.
By John Robert Gregg.
The Gregg Publishing Company, New York, N. Y.

A companion text to the Gregg Shorthand Manual, appearing first in 1917 as a pioneer text assisting teachers of shorthand theory to develop speed from the first lesson on the principles. The publication of the anniversary edition of the Gregg Shorthand Manual brings a corresponding revision in Speed Studies, for Part 1 of this text correlates paragraph by paragraph with the shorthand Manual. The outstanding feature of this text is the presentation of reading and dictation material in its shorthand form instead of in print, as is done in most shorthand dictation books.

The following additional features of the anniversary edition greatly enhance the value of the text:

1. The increased amount of analytical and comparative word drills.

2. The introduction of drills on the derivatives of brief form as soon as they can be written according to principle.

3. The inclusion of frequent phrase drills, enabling the teacher to build up the phrasing habit along with the skill in writing the brief forms that make up the phrases in the drills.

4. The large increase in the supplementary graded dictation material for each chapter of the Manual, consisting mostly of business letters written in shorthand.

5. An entirely new feature—a page or two of sentences and letters in type at the end of each Speed Study, to be used as a writing exercise to supplement the writing exercise at the end of each chapter of the manual.

6. The vocabulary, for the most part, is based on the Horn List of the five thousand most frequently recurring words of the language. The theory underlying this procedure is that the student should **obtain skill** in writing the words he will be called upon to write instead of practicing words that, in all likelihood, will be but remotely connected with his experience.

7. The content of the business letters and articles deserves special mention. The letters are new and direct from the files of today's business firms. Every expression that does not comply with modern usage has been eliminated. The articles are rich in literary, informational, and vocabulary-building value.

Retail Selling, by Helen Rich Norton, Employment Manager for Women, The Halle Brothers Company, Cleveland, Ohio; Formerly Associate Director, Prince School of Store Service Education, Boston, Mass. Published by Ginn & Co., Boston, Mass. Cloth cover, 333 pages.

This book is the outgrowth of many years' experience in the field of retail-store education. Although written primarily for students of retail selling in high schools, it is believed that, in the main, the text is equally well adapted to the needs of store groups. In a further attempt to extend the usefulness of the book, the problems and conditions of small as well as large stores have been considered and an effort has been made to present material that is applicable to organizations of both types.

The text is based on the assumption that a retail-selling course includes regular work in actual stores throughout the year, this practical experience bearing the same vital relation to the course that laboratory work does to a science. For a full discussion of this phase of the subject and for suggestions regarding ways of cooperating with local stores, the teacher is referred to Chapter XI in "Commercial Education in Secondary Schools," edited by Professor Harry D. Kitson of Columbia University and published by Ginn & Company.

A skillful flourish is hereby acknowledged from **W. J. Titsler,** Grove City, Pa.

FOURSCORE and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live.

It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract.

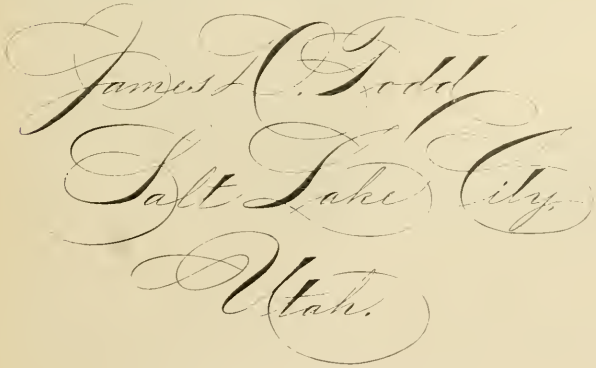
The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, and for the people, shall not perish from the earth.

LINCOLN'S SPEECH AT GETTYSBURG
NOVEMBER 19 1863

By C. L. Cook, Harris Studio, Chicago.

This photograph shows blackboard writing by D. W. Hoff, Meadville Commercial College, Meadville, Pa., which was written on the board upside down and backward as the photograph indicates. Penmen and teachers who desire to entain can do nothing better than to acquire skill in blackboard writing. Stunt writing attracts attention. We also find that regular writing done in a professional way will interest crowds.

A very beautiful hand carved and pen flourished specimen by Frank A. Krupp, Interstate Business College, Fargo, N. D. Those who have an inclination for turning out beautiful things should try their hand at carving. We will have more work from Mr. Krupp in future issues of the Educator.



By R. R. Reed, Ferris Institute, Big Rapids, Mich.

FORMER PRESIDENT OF ROWE COLLEGE PASSED AWAY IN BEAVER COUNTY

Dr. Samuel H. Isenberg, aged 76, a former resident of Johnstown, died June 16, 1929. Death was due to a complication of diseases. The deceased was born in Blair County, Pa., December 14, 1850.

He was graduated from Franklin and Marshall College in 1879 and received his Ph. D. Degree from the Ohio State University. He was a Reformed Church pastor, and was pastor of Center Hall Church previous to his coming to Johnstown to take charge of Rowe Business College in 1901. He continued in this capacity until June, 1913, when he transferred to Akron, Ohio. During the 12 years he was in Johnstown, he succeeded in building up a very successful school.

He took an active part in the National Commercial Teachers' Federation and had formed an extensive acquaintance with the leading business educators of the country.

Dr. Isenberg is survived by his widow, Mrs. Esther (Irvine) Isenberg, who is a daughter of the Rev. Matthew Irvine, a former pastor of the Reformed Church at Bedford, Pa.; a son, G. Karl Isenberg and a daughter, Ethel, wife of Dr. Harry Grazier.

Dr. Isenberg was a brother of W. F. Isenberg, Principal of the Altoona Business College, Altoona, Pa.

Funeral services were held Monday evening at the Grazier home. The body was taken to Bedford, Pa., on Tuesday for burial in the family plot, where further services were held in charge of Dr. J. Albert Eyler, assisted by Rev. William H. Landis.

Dr. Isenberg was a very active member of the Pittsburgh Ministerium of Allegheny Classis, and will be greatly missed by all the Reformed brethren.

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Volume XXXV OCTOBER, 1929 No. 11

THE BUSINESS EDUCATOR

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BUSINESS EDUCATION
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ZANER-BLOSER COMPANY

H.C.RICE

Published monthly except July and August at 612 N. Park St., Columbus, O., by The Zaner-Bloser Company. Entered as second-class matter Sept. 5, 1923, at the post office at Columbus, O., under Act of March 3, 1879. Subscription $1.25 a year.

Books Published by Zaner and Bloser Company

Freeman's Correlated Handwriting Books.

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RESOLUTION OF THANKS

To Rear Admiral George Dewey, United States Navy,

AND THE OFFICERS AND MEN UNDER HIS COMMAND.

Resolved by the Mayor and City Council of Baltimore,

That the thanks of the people of this City, together with their sincere congratulations, are due and are hereby offered to Rear Admiral George Dewey, United States Navy, and to the Officers and Men under his Command, for their skill and distinguished gallantry in battle, resulting in the overwhelming victory achieved by the fleet of the

UNITED STATES OF AMERICA

over the fleet of His Majesty the King of Spain in the harbor of

MANILA, PHILLIPINE ISLANDS ON MAY 1ST, 1898.

RESOLVED, That the Mayor be and he is hereby requested to notify ADMIRAL DEWEY of the adoption of this Resolution, and, as soon as an opportunity may offer, to present the Admiral with a Copy thereof Suitably Engrossed.

Mayor.

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ZANERIAN OBLIQUE PENHOLDERS

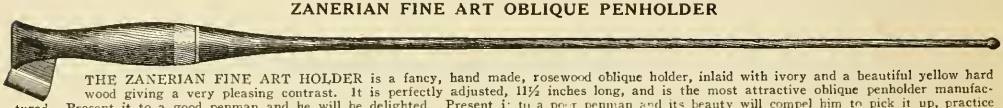
The main idea of the oblique penholder is to assist in making smooth shades. When using a straight holder it is necessary to turn the hand to the left to some extent in order that smooth shades may be made if desired. When using the oblique holder the hand can remain in the usual and more natural position since the pen is held by the holder at the proper angle at which smooth shades can best be made. Of course, it is all right to use the oblique holder in executing unshaded writing, since very smooth lines can be secured, but it is indispensible when executing shaded writing.

There are numerous oblique penholders on the market today, some of which are made by persons who, not being penmen themselves, do not understand the requirements of correct adjustment. It requires more than a wood-turner to produce a good oblique holder. If the adjustment is not correct in an oblique holder, it is practically worthless as an instrument for fine writing, no matter how fine the holder may be otherwise. Many students who enter the Zanerian College (the school of penmanship conducted by The Zaner-Bloser Co.) bring with them ablique holders which are miserably adjusted, and with which they have been laboring at a great disadvantage, not knowing where the trouble lies. It is no wonder that some persons should become discouraged with such instruments.

In purchasing oblique penholders it is undoubtedly safest to secure them from persons who know how to use them most successfully, and therefore know what the proper adjustment is. Of course, inferior holders can be sold for less money than perfect ones, since practically no time is spent in securing the proper adjustment. On each of our holders considerable time is spent on the adjustment by one who thoroughly understands what is best in this particular. Not only this, but we are confident that a careful comparison of our holders with others will reveal the fact that Zanerian holders are also the most perfect in workmanship. We originated and popularized the long oblique holder, and, as was to be expected, it is being imitated.

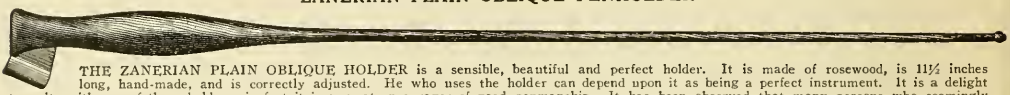
Our oblique holders are all adjusted for ornamental penmanship, and intended to fit the Zanerian Fine Writer or Gillott's Principality No. 1 pen, these two being the same size. If a smaller pen is to be used, such as the Zanerian Ideal, Gillott's 604, or a Spencerian No. 1, anyone can easily contract the pen slot by pressing against it so that it will fit these pens. If one of the long holders should draw slighly crooked, as sometimes happens when wood is turned so long and slender, it can be easily straightened by holding it over a lighted lamp until the wood becomes heated, when, if care is taken, it can be strightened without danger of breaking.

ZANERIAN FINE ART OBLIQUE PENHOLDER



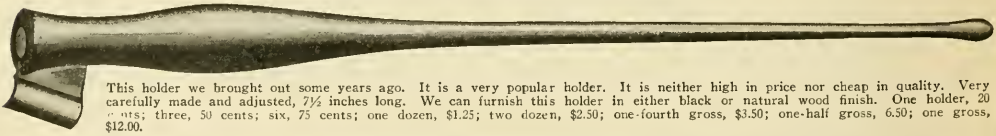
THE ZANERIAN FINE ART HOLDER is a fancy, hand made, rosewood oblique holder, inlaid with ivory and a beautiful yellow hard wood giving a very pleasing contrast. It is perfectly adjusted, 11½ inches long, and is the most attractive oblique penholder manufactured. Present it to a good penman and he will be delighted. Present it to a poor penman and its beauty will compel him to pick it up, practice and improve his writing. The most indifferent pupil will delight in improving his penmanship when he has this holder. Price $1.25. Sent in an appropriate wooden box for 15 cents extra. It makes a handsome present for Christmas or any other time. We also furnish the Zanerian Fine Art Holder but 8 inches in length, although otherwise the same in every particular as the longer holder. Price of the 8-inch holder is $1.00, sent in a woden box for 15 cents extra.

ZANERIAN PLAIN OBLIQUE PENHOLDER



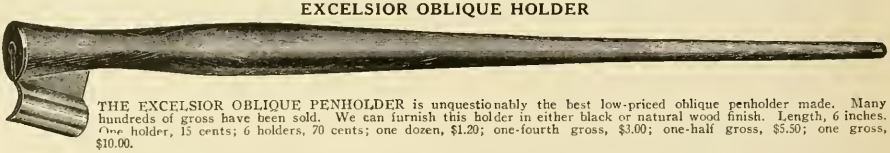
THE ZANERIAN PLAIN OBLIQUE HOLDER is a sensible, beautiful and perfect holder. It is made of rosewood, is 11½ inches long, hand-made, and is correctly adjusted. He who uses the holder can depend upon it as being a perfect instrument. It is a delight to write with one of these holders; in fact it is a great encourager of good penmanship. It has been observed that many persons who seemingly care nothing for good writing soon feel a desire to practice when one of these instruments comes into their possession. The Zanerian Oblique Penholder is the same in size, length, etc., as the Zanerian Fine Art Holder, but not so fancy. Price 75 cents. Sent in a wooden box for 15 cents extra. We can also furnish the Zanerian Plain Oblique Holder but 8 inches in length, although otherwise the same in every particular as the longer holder. Price of the 8-inch is 65 cents. Sent in a wooden box for 15 cents extra.

ZANERIAN EXPERT OBLIQUE HOLDER



This holder we brought out some years ago. It is a very popular holder. It is neither high in price nor cheap in quality. Very carefully made and adjusted, 7½ inches long. We can furnish this holder in either black or natural wood finish. One holder, 20 cents; three, 50 cents; six, 75 cents; one dozen, $1.25; two dozen, $2.50; one-fourth gross, $3.50; one-half gross, 6.50; one gross, $12.00.

EXCELSIOR OBLIQUE HOLDER



THE EXCELSIOR OBLIQUE PENHOLDER is unquestionably the best low-priced oblique penholder made. Many hundreds of gross have been sold. We can furnish this holder in either black or natural wood finish. Length, 6 inches. One holder, 15 cents; 6 holders, 70 cents; one dozen, $1.20; one-fourth gross, $3.00; one-half gross, $5.50; one gross, $10.00.

Write for complete catalog of penmanship supplies

THE ZANER-BLOSER COMPANY

COLUMBUS, OHIO

The Business Educator

Lupfer, 1929.

VOLUME XXXV COLUMBUS, OHIO, OCTOBER, 1929 No. 11

Gregg, "Father of Modern Shorthand," Sails as U. S. Delegate to International Congress On Commercial Education

Designated by President Hoover to Represent This Country at Amsterdam Commercial Education Conference, and by U. S. Chamber of Commerce as an Official Observer.

John Robert Gregg, internationally known authority on commercial Education and originator of the system of shorthand which bears his name, sailed for England, en route to Amsterdam, Holland, where he will attend the International Congress on Commercial Education in September. Mr. Gregg was designated by President Hoover as a delegate representing the United States at the Congress, which will be participated in by ten European nations, besides the United States and South America. He will also represent the U. S. Chamber of Commerce in the role of official observer.

Mr. Gregg, whose system of shorthand has been translated into seven foreign languages and is taught in the high schools of more than 6,500 cities and towns in the United States, believes that since the United States is primarily a commercial and industrial nation "it behoves us to see that instructors in commercial and industrial education should have practical knowledge of these subjects in addition to other educational qualifications." Standards of commercial education have greatly improved during the past ten years, which he attributes in a large degree to greater efficiency in business methods and administration with its corresponding demand for efficiently trained employees and business executives. "The fact that 'business is king'," declared Mr. Gregg, is strikingly illustrated by the thousands of high schools and colleges throughout the country which have added business and commercial courses to their curricula. The high pressure salesman calling themselves educators' who promise to have the ambitious young man dictating to Schwab and Rockefeller within practically no time are going out of business and legitimate business schools are increasing in size and prestige. That business is becoming internationalized as a result of the economic scheme of things ushered in by the World War is best emphasized, I think, by a world conference of commercial educators to exchange ideas to discuss the best means for achieving the constructive cooperation of commerce and industry with commercial education. President Hoover in accepting the invitation of the Netherlands Government to send U. S. representatives to the Congress obviously realizes the important relation of commercial education to commerce and industry not only in its national but also in its international significance."

John Robert Gregg

THE COVER

H. C. Rice, 95 Milk St., Boston, Mass., engrosser with the New England Mutual Life Insurance Co., made the neat, modernistic design for this month's cover. M. Rice at one time worked in the office of the Business Educator. He is kept busy doing engrossing and vaious kinds of pen work.

A SPECIAL EDITION

We are planning to make the next issue a special one in honor of one of America's finest living penmen. Be prepared for a treat.

Men who succeed have faith in themselves, and faith in their fellows. Doubt either and you are a has-wasser.—Hubbard.

Now is the time to send in **Clubs** to **The Business** Educator.

USE THE B. E.

We use the Business Educator as our text for our Penmanship class, and find it a great help indeed. Needless to say, every student in the school subscribes.

E. L. WOLF, Principal,
Meadville Commercial College,
Meadville, Pennsylvania.

We can still begin subscriptions with the September number. Don't miss a number and then regret it as many do each year. Better subscribe now.

THE BUSINESS EDUCATOR

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The BUSINESS EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

Practical Business Writing

By G. C. GREENE

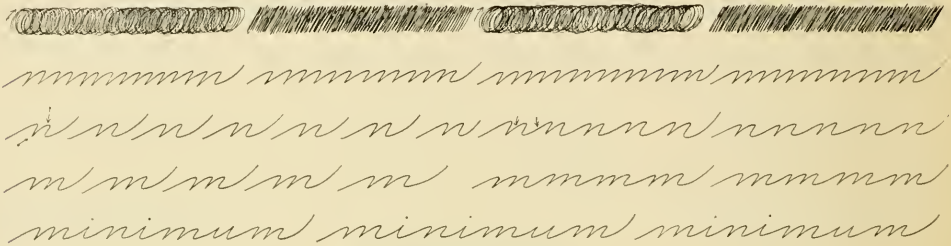
Head of Penmanship Department, Goldey College, Wilmington, Delaware

Send 25c with five of your lessons (one to a page) for criticisms and helpful suggestions.

No. 2

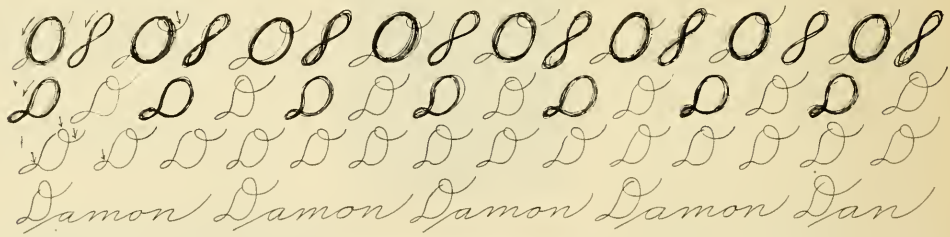
LESSON 11

Spend a good deal of time on the first two lines of this lesson. Always begin n and m with a left curve, turn short at top, descend on main slant to a point at base line. Be sure to see that the last down stroke is the same slant as the others. Finish with a right curve. Make connecting strokes longer in minimum.



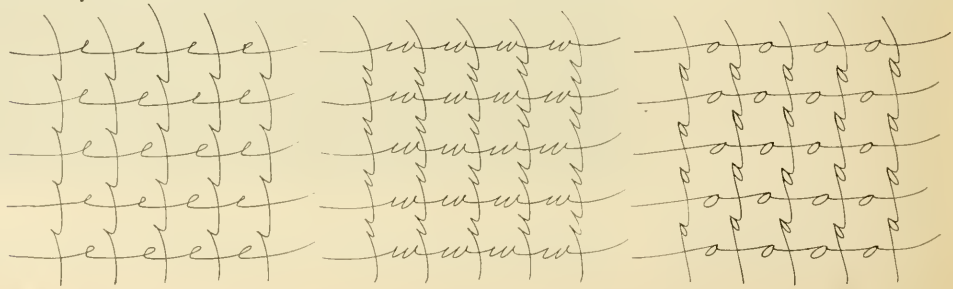
LESSON 12

Take one line at a time and practice it just as indicated in the lesson. Make D then continue the movement and finish like O. The retraced D is a big help in getting the right curves in the proper place. Observe the curved beginning stroke and do not make the loop at base too long. Observe closely. Do your best.



LESSON 13

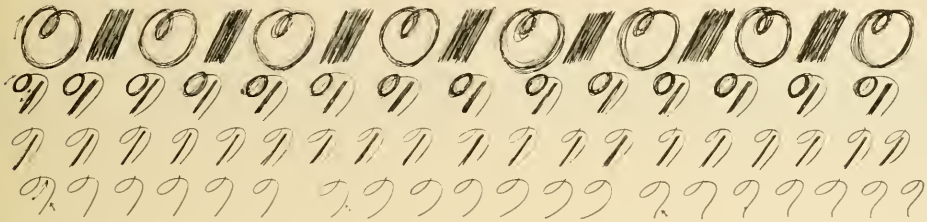
Turn your paper half around, write across the line making each letter midway between the lines. After making five lines the proper distance apart, then cross these lines with five others. It is not necessary to dot the i in a drill of this kind. See that your work is well balanced. Make about seventy-five letters per minute. Use different colors of ink. Plan your work.



LESSON 14

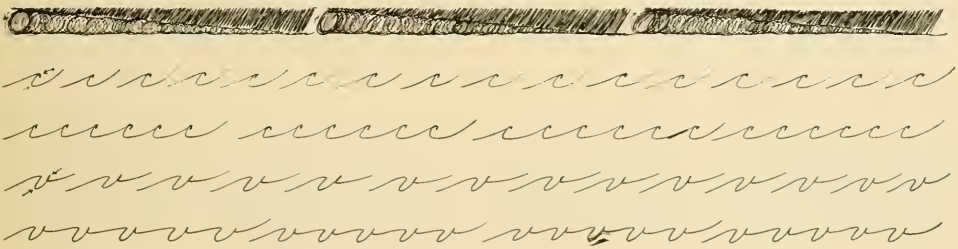
This lesson is devoted entirely to the development of one principle. This principle is used in the making of eleven capital letters. It can be seen that there is a slight variation in the principle in the fourth line of this lesson. Do you know what letters come under the three groups?

The first drill is very good to start on and will make all following drills simpler. In the second drill make the push-and-pull movement first then make the little retraced oval, then finish by swinging to the right over the straight lines and down to base line. If you master this lesson before leaving it, you will greatly simplify the work on eleven capital letters which are soon to follow.



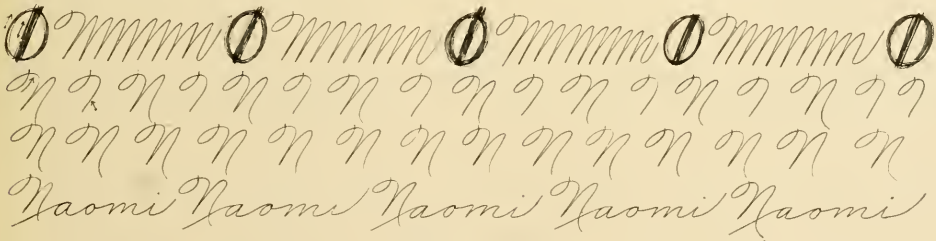
LESSON 15

This small movement drill is very important as it will give you control in making the fine retraces in the c and v. The c begins with a slight left curve after which a dot or short retrace is made, then line drops nearly straight, forming a short turn at base line. The v begins with a left curve which is round at the top then drops into a round curve at base line and finishes like w. Do not overlook the short retrace in both of these letters. Watch your position.



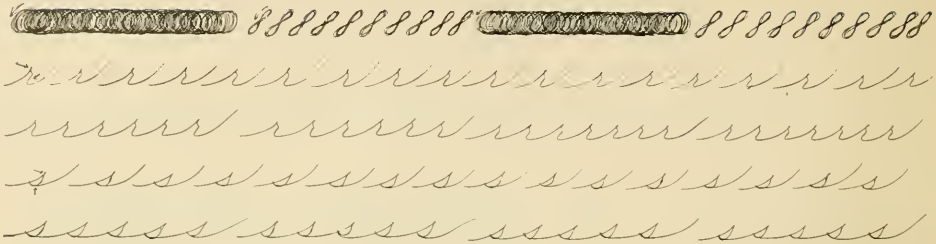
LESSON 16

Speed is absolutely necessary in making this lesson. The first principle in this N has already been explained. Retrace the down stroke for a short distance, rounding the top and descending on the finishing stroke nearly parallel to the up stroke. Leave a wide space between the beginning loop and the main part of the letter.



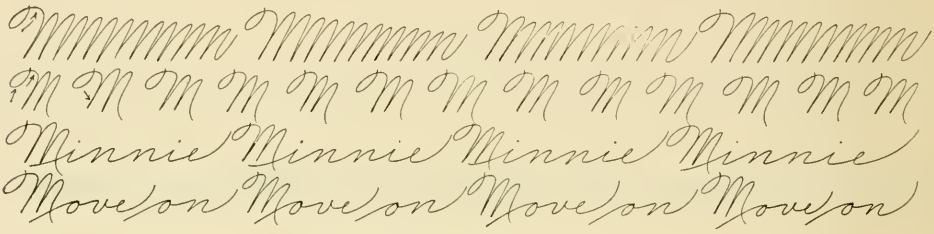
LESSON 17

Carefully work out the beginning exercise before starting the letters. Begin r with a right curve, retrace slightly at top, then form a round shoulder and finish like n. The s begins like r. After the retrace, form a good curve to base line. Finish with a curve line on the connective slant. The r and s is one and one-fourth spaces high. These two letters will require diligent practice.



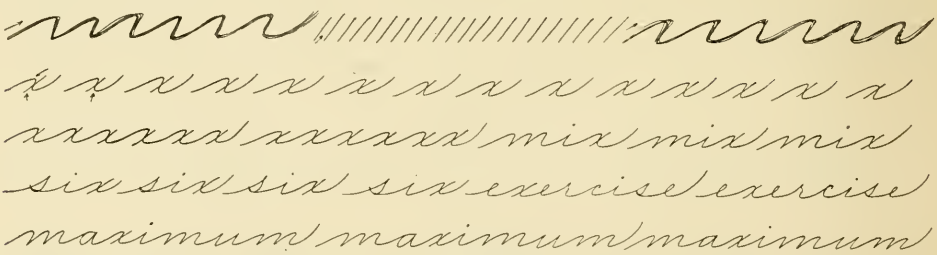
LESSON 18

In this exercise make the top round and the bottom sharp. Down strokes are parallel. The first principle of the M is three spaces high while each succeeding principle is somewhat lower. The two last lines are good practice copies for uniformity, slant and spacing. Remember that practice is necessary but a little thinking will help you to improve faster.



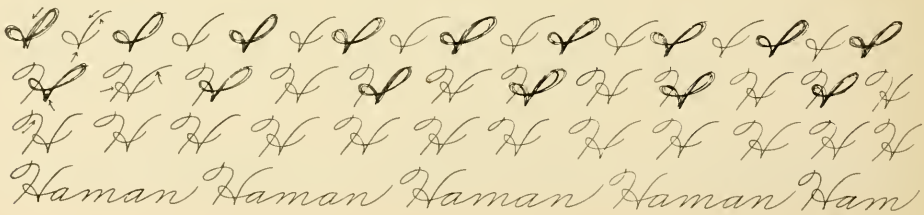
LESSON 19

The first line will teach you the movements in the x. Make the x with a left curve, round top and vertical stroke to base line. The down stroke is crossed by a straight up stroke. The word maximum is good for practice. Make all one space leters even in height.



LESSON 20

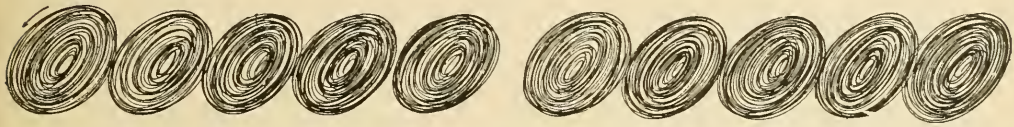
You will now take up a new principle which will be added to a previous principle to form the H. Make your practice work take the same procedure as followed in the lesson. This new part of the H starts with a curved line coming to a point at base line and finishing with a small loop. Please observe the new parts added as you go along.



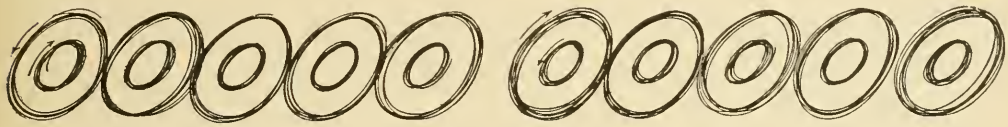
MODERN HANDWRITING

Correlated With Commercial Subjects

By E. A. LUPFER, Zanerian College of Penmanship, Columbus, Ohio

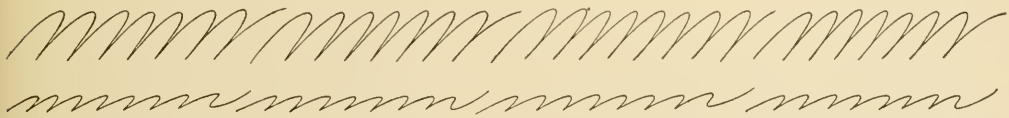


Get the arm limbered up by working on exercises. Even the best penmen find it profitable to work on exercises when getting in trim. Start the diminishing tracing exercise and wind it gradually to the center. Keep the lines equally distant from each other.

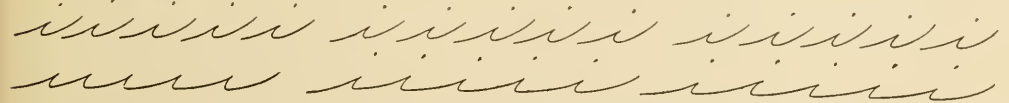


These exercises require more care than regular oval exercises. Use arm movement. Each size requires special effort, and intelligent effort produces improvement. Be neat.

In making "n" and "m" a reverse oval movement is used combined with a straight push-pull movement. These exercises will help to develop movements for letters like "n", "m", "v", "y", "x" and "z".



A good exercise to practice. Pull the down strokes to center of body. Make a distinction between turns and angles.



For "i", "n" and under turn letters use the direct oval and straight line exercises. Do you dot your "i's" carefully? Do your "u's" look like "n's", and your "n's" like "u's"?

uuuuuu uuuuuuuuuuuuu
uuuuuu uuuuuu uuuuuu
uuuuuu uuuuuu uuuuuu

Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

Your success depends upon the quality of the effort you put into your practice. If you practice blindly, it is time wasted, but if you work intelligently, you are certain of success. It is how well you do a thing that counts.

Lincoln took only a few minutes for his Gettsysburg Address, and today nearly every school boy and girl knows it. However, it is doubtful whether the two and one-half hour speech which preceded it has been read by one out of a thousand teachers.

Put quality and thought into your work and it will stand.

Write the entire address, then practice your weakest letters and words separately.

$529.00 Lansing, Mich., Dec. 14, 19—

Thirty days after date pay to the order of Stephen McWilliams & Bro., Five Hundred Twenty-nine Dollars. Value received and charge to account of

To P. H. Kinzelman,
Richmond, Utah.
No. 15. Due Jan. 3, 19—

Zaner & Young,
Per Ennis.

Learn to write neat drafts, notes, receipts, etc. Study arrangement as well as letter forms and movement. Figures need special attention. They must be unmistakable.

$100.00 Jamestown, N. Y., June 1, '2.

Bank of Commerce

Pay to the order of Howard U. Kramer & Sons

One Hundred and ——————— 00/100 Dollars

No. 44. Samuel U. Brennan

Every business man must learn to write checks and other papers so that they are easily read. Send your work to the Business Educator for correction. Some of the specimens may appear on the Students' Page.

I wasted time, and now doth time waste me.— Shakespeare.

There is a foolish corner even in the brain of a sage.— Aristotle.

Fortune does not change men; it only unmasks them.— Riccoboni.

By Flossie G. Cain, Supervisor of Handwriting, Rocky River, Ohio.

Waste not, want not. Wilful waste makes woeful want.— Franklin.

Learning by study must be won; 'twas ne'er entailed from sire to son.— Gay.

Another specimen by Miss Cain, whose course of lessons appeared in the Business Educator last year.

Student's Page and Work

How I Tried to Write Plainly

E. Verona Hartman

About a year ago the publishers of a well known magazine offered three prizes to be given to the three persons writing the best essays on the topics of "What Good Literature Does for Me."

My friend, Mary, being a lover of literature, entered the contest. She was deeply interested and put forth many hours of hard work.

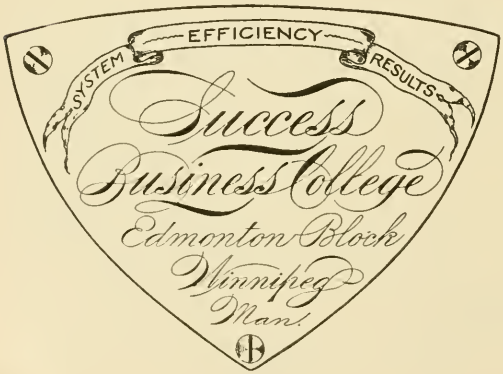
She completed her essay a day before it was to be mailed. Feeling proud of her efforts, she called on me and read me her composition. Many people agreed with me in considering it a wonderful piece of work. Her ideas and the manner in which they were expressed made the composition worthy of first prize in my estimation. When I had gotten a glance at her writing I was sure that it wasn't legible to any other than herself.

Before long the results were published. Mary wondered why she was not included but I said nothing although I understood it all.

However this taught me a great lesson. Since then I have tried to improve my writing. I realize more than ever now the importance of writing plainly and I am sure this incident will come to my mind many times in the future and prevent a great deal of carelessness.

This composition was written by E. Verona Hartman, of the Junior High No. 3, Trenton, N. J., a student of Lillian Young, teacher, and Alice Benbow, Superviser.

Undoubtedly many examination papers cannot be properly graded on account of poor writing. Each teacher should make an effort to secure legible writing in all classes.



This penwork was made by H. J. Walter for D. F. Ferguson of Success Business College, Winnipeg.

Desire

The first essential in preparing oneself for a career in writing is the possession of a desire for the work. This may be done in either of two ways: either a born liking for it or a cultivated one, both of which are almost of equal potential value as a basis of future success. The ambition to become a fine writer can never be realized unless you are an ardent admirer of good penmanship, either as plain business, or the more attractive ornamental.

Doubtless there are many of the fine penman of our day who can trace their success in no small measure to the inspiration received from a specimen of some old master. How many of them were not thrilled in days gone by by the masterpieces of Madarasz, Taylor, Canan, Flickinger, Zaner, and Root who have passed to the great beyond, or to Courtney, Mills, Lister, Lubfer, Doner and Bartow, and a host of others who are carrying on the good work in our own times? If those who received inspiration from the pens of these masters were even to whisper, what a thunderous sound would roll over the land. Much of their finest work is still available, as reproductions, to the student, and almost every issue of the Business Educator contains one or more samples of their skill that will provide a month's study and practice. Make it your business to start a scrapbook, and paste in it all of them you can find, and when the world has gone wrong, from a writing standpoint, open it up and feast your eyes on the wonders therein, and if the clouds don't roll away and the sun shine again, and if your enthusiasm is not renewed in the process then you have chosen your life-work unwisely.

The second of a series of ten beautiful pages by J. J. Bailey, High School of Commerce, Toronto, Ont., Canada.

ORNAMENTAL PENMANSHIP

By E. W. BLOSER

Mr. Bloser was considered by penmen as America's finest ornamental writer. The instructions for the course were written by E. A. Lupfer and the copies were lent to us by G. G. Hoole, Glendive, Montana.

No. 2

The stem or first part of the "B" appears on many letters. Get a nice, graceful horizontal oval and a snappy shade. Before you can produce a good letter you must have a clear mental impression of it. Measure letters in various ways to see the relation and proportions of various parts.

The second part of "B" should be kept close to the first part but does not necessarily have to touch. Do not stop on the loop. Draw a line down the back to see that the two ovals are on a line. Avoid getting one oval larger and extending out beyond the other one. The two shades should slant in the same direction.

The second style of "B" is a very usable one, though not used as much as the first one. Get a nice compound curve with a shade low on the base line. Study spacing. The more evenly you can divide spaces in and between letters, the better your writing will look.

Ovals are important in this style of writing. Learn to make beautiful full ovals in letters. Flat ovals look amateurish.

The "G" contains a horizontal oval the same as the "B". Get the loop long and narrow. Study the location of the shade.

Very beautiful copies have been received from persons working from last month's lesson. Get your obliques busy and let us see what you are doing. You'll get a lot of fun out of it.

In a World of Joy Some-Where
(A tribute to E. W. Bloser)

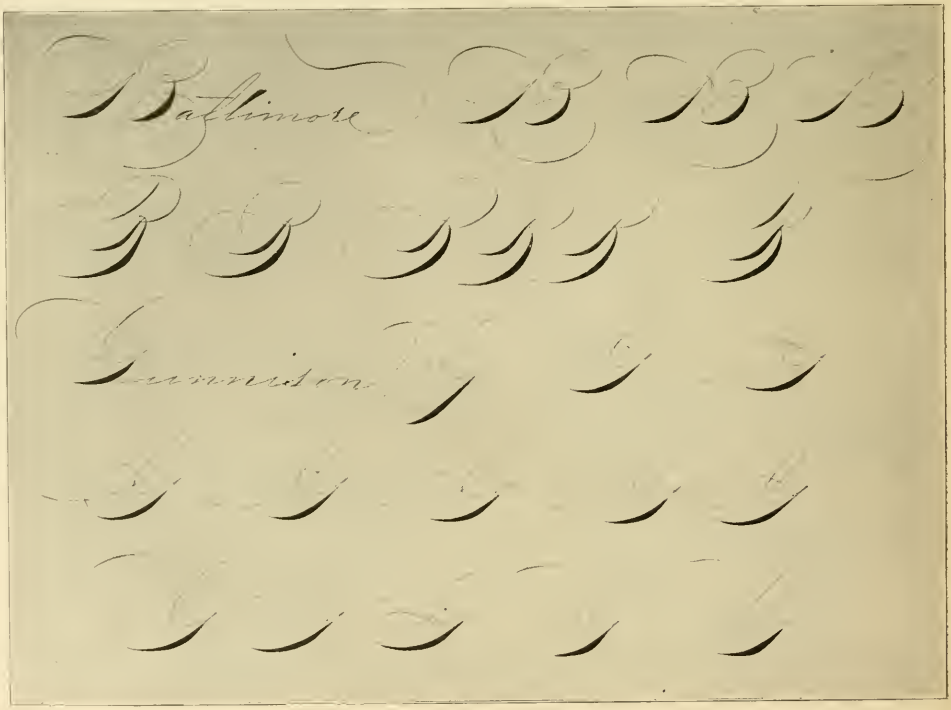
When all sunshine turns to gray
And no one seems to love you,
Some one will chase all clouds away
And bring azure skies to view;
Don't think that HE is sleeping
While fragrant flowers sip the dew,
For all the while He's keeping
A tender watch over YOU.
Think what is means to find rest,
And know some-one cares for you,
To lean upon a Saviour's breast
And feel His arms around you;
Picture the sweet buds that bloom
In that love-garden we may share,
Where hearts are always in tune
In a world of joy some-where.

By Thos. E. Cupper,
Quincy, Fla.

Miss Elizabeth M. Prowell of Milford, N. H., is a new commercial teacher in the High School at Wappingers Falls, N. Y.

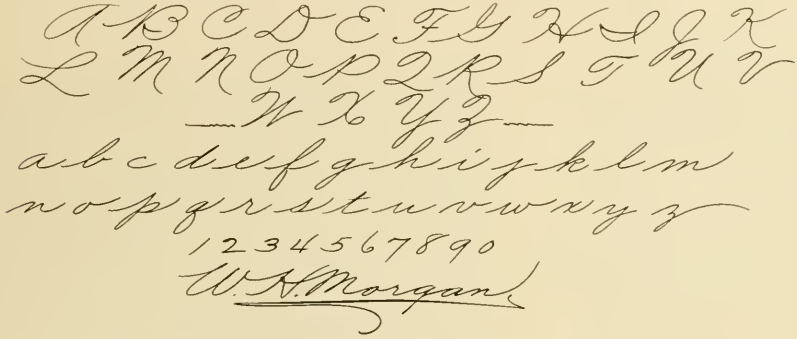
Mr. Benjamin S. Entwisle, last year head of the commercial work in the State Teachers College at Valley City, N. Dak., has recently been elected head of the Secretarial Department of Miami-Jacobs College, Dayton, Ohio.

Miss Hilda Houston, last year with the Beverly, Mass., High School, is a new commercial teacher in the High School at Westerly, R. I.

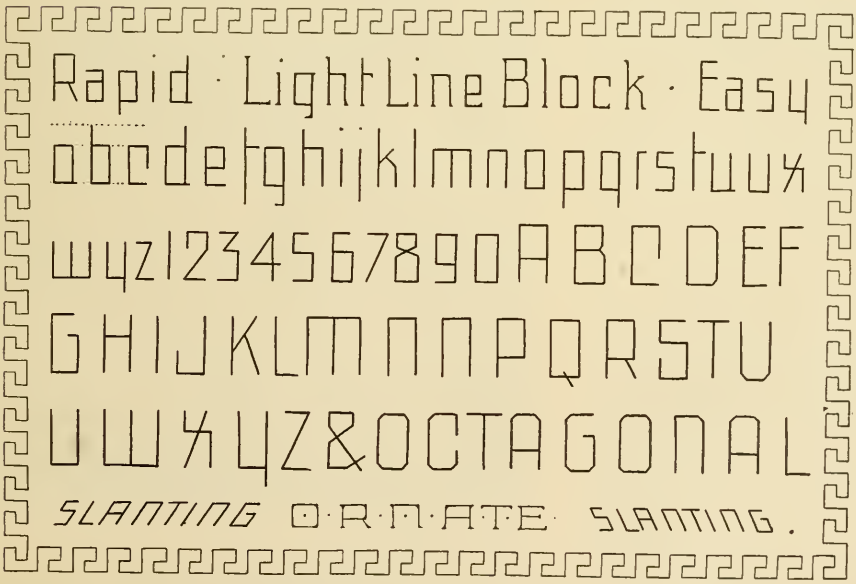


A vacant mind is open to all suggestions as the hollow mountain returns all sounds.

This skillful ornamental penmanship was written by J. D. Todd, the dexterous penman of Salt Lake City, Utah



The above was written by W. H. Morgan, Avondale, W. Va.



Prepared in the office of the B. E.

PUBLIC SCHOOL HANDWRITING

By FRANK H. ARNOLD, Supervisor of Writing
Spokane, Washington

WHAT THE SUPERVISOR PRIZES

Most of my articles are written for supervisors of writing, or for people who hope to become supervisors. This article is written for classroom teachers. I am sure that a number of such teachers read the Business Educator from month to month. These preliminary remarks will serve as an introduction to the things which I shall say in the paragraphs that follow.

Many classroom teachers try to please the supervisor; they wish to do things he expects them to do. Quite often, however, the classroom teacher does not understand just what is expected of her. She makes the mistake of thinking that if she is a good imitator she will find the way to the supervisor's heart. I shall explain just what I mean.

I have in mind just now a departmental teacher of penmanship. That means that the teacher teaches writing in several different grades. She goes from room to room during the day and conducts her writing lessons. As a rule when I visit a departmental teacher, I make a "fifty-fifty" arrangement with her. That is another way of saying that I teach one class and she teaches the next one until we visit all of her classes. The departmental teacher that I have in mind just now often observes me teach one lesson, and then straightway goes to another class and tries to teach the same lesson in the same way, using about the same words and the same illustrations. I am always embarrassed when this teacher does this. I do not enjoy observing an imitation lesson. I want the teacher to use her own initiative. If she wishes to use some of my illustrations and some of my words, I am perfectly willing for her to do so, but I wish her to do it when I am not present. I sometimes think that the teacher who imitates has not planned her lessons for the day; that she teaches in a "hit and miss" fashion.

The teacher with initiative is certainly a joy to the supervisor. From her he gets ideas and plans that he can pass on to others. The supervisor often receives as much as he gives to such a teacher. The teacher with initiative thus indirectly helps scores of other teachers in the system. She is worth her weight in gold. When a supervisor wishes a demonstration lesson given for the benefit of all the teachers of a certain grade, he chooses, of course, one of these teachers with iniative to give it. If a visitor comes to the city to see classroom work in writing, the supervisor always takes the visitor to see the work of the teacher who has ideas of her own. Such teachers present interesting, inspiring lessons.

The supervisor prizes a teacher who knows how to save time. I enjoy visiting a teacher who has an effective system of getting her paper and pens into the hands of pupils in the quickest possible time. Some teachers waste a great part of the short time that is usually given to penmanship by having no system in getting the writing materials distributed. I enjoy the teacher, too, who has trained her pupils to pass quickly to the blackboard. Some teachers do not seem to know how to save time in this simple matter.

I prize a teacher, too, that does not do too much "pie practice." What do I mean by that? Simply this: Pupils like to make oval exercises. For some reason there is a fascination in this type of work, but it is the "pie" of penmanship practice.

No one should make real, honest-to-goodness pie his real diet merely because it is pleasing to the taste. The body needs substantial food. Pupils should not spend a great deal of their time in making oval exercises merely because they like to do such practice work, and because, too, that they can do very pretty oval work. No, we don't want ovals for breakfast, lunch and dinner. The oval is good "pie", but we must have something more substantial for the writing meal.

Dear to the heart of the supervisor is the teacher who not only has a place on her desk for her teachers' manual, but who also sees that it is always in place. I have been embarrassed and many teachers have been embarrassed time and again when I have asked for the manual. This happens because the teacher often cannot find this very necessary text. **Books that are used very much are not hidden away in drawers of school desks.** The inefficient teacher usually puts her manual away and then forgets all about it.

I prize the teacher who can put joy into a penmanship lesson. If she teaches a lesson as though it were a solemn proposition, her pupils will be unattentive and restless. The dry teacher of writing, as a rule, is a rather poor penman. She finds no joy in teaching writing because she hesitates to use the blackboard freely. She is ashamed of her own copies. If you do not like to teach penmanship because you do not write well, let me suggest a remedy. Spend your next vacation at Columbus, Ohio, in the Zaner and Bloser School.

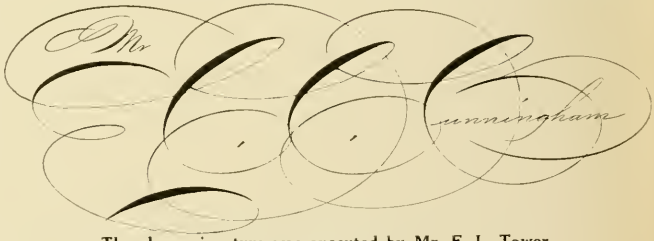
I value the teacher who regards me as a friend and does not think of me as a "snoopervisor". All other supervisors feel the same as I do about this matter, I am sure. The teacher who regards me as a friend will come to my office to see me now and then. She will have problems to discuss with me. The teacher who regards me as a "snoopervisor" does not care to visit me. My classroom visits are enough for her.

Finally, I prize the teacher who believes that the subject of writing is really and truly an important subject, that it deserves a place on any public school program. I prize a teacher who is too wise to believe the oft repeated story that typewriting is soon to take the place of longhand. Such a teacher and the other teachers I have mentioned so favorably in this article are the very foundation stones of any progressive school system.

Some beautiful specimens have been received from **Euchi Iwasa,** Masakimura, Sanmugun Chiba Pref., Japan. Mr. Iwasa is certainly doing some very fine work in ornamental, lettering and flourishing.

The National Geographic Society maintains the Geographic News Bulletins service for teachers to supply the need for authoritative, illustrated reports on the world's rapidly changing geography. To teachers who request the Geographic News Bulletins, the reports are sent each week for 30 weeks of the school year. Five bulletins accompanied with illustrations and maps go out with each issue.

"Tomorrow" is the title of a very beautiful catalog, published by the Brown's Business College, Springfield, Ill. The catalog is very attractively printed and illustrated. It is one of the few catalogs we receive which attracts attention upon first seeing it.



The above signature was executed by Mr. F. L. Tower, Hammonton, N. J.

J. W. Wilson of Normal, Ill., is the new Head of the Commercial Department of the Clarksburg, W. Va., High School.

Miss Edith McMurtry of Bloomington, Ind., is a new commercial teacher in the J. Sterling Morton High School at Cicero, Ill.

Miss Doris Cate is a new commercial teacher in the High School at Newmarket, N. H.

Everett W. Hood, last year with the Rhode Island State College at Kingston, is now teaching in the Bryant & Stratton College, Buffalo, N. Y.

J. L. L. Chisholm, last year with the Campbellton, N. B., High School, is now teaching commercial work in the High School at Bridgeport, Conn.

Frank H. Ash, for the last few years with the Cliffside Park High School, Grantwood, N. J., is a new commercial teacher in the Mount Vernon, N. Y., High School.

Miss Frances Kimble of Des Moines is a new teacher of typewriting in the Canton Actual Business College, Canton, Ohio.

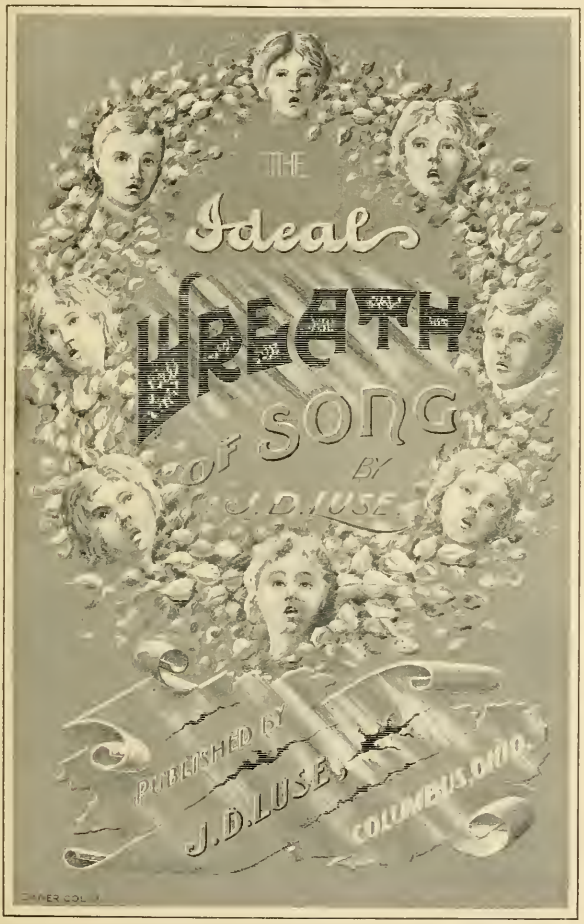
Miss Stella Eastman is a new teacher in the Merrill Business School, Stanford, Conn.

H. C. Wiley, for several years with the State Teachers College, Pittsburg, Kansas, has recently accepted a position as teacher of Accounting in Bay Path Institute, Springfield, Mass.

Miss Louise Bennett of Boulder, Colo., is a new commercial teacher in the Holbrook, Ariz., High School.

W. P. McIntosh, Jr., of Haverhill, Mass., has recently accepted a position with the Kinyon Commercial School, New Bedford, Mass.

Miss Irma Brand, recently with the Kenyon, Minn., High School, is a new commercial teacher in the High School at Hamburg, N. Y.



A touch of ink and scraping off lines here and there at the proper places on Ross board produces beautiful effects. This is one of Mr. Zaner's pieces of work.

Hepburn Business College is a new school started in Calgary, Alberta, Canada, by J. W. Hepburn, formerly with the Mount Royal College. Mr. Hepburn has had considerable experience in Commercial Education and it is his aim to conduct a small school keeping his standard above the average. He hopes to do this by personal and class instruction, doing most of the teaching himself. At the present time he has a nice class and we predict success for Mr. Hepburn. It is his aim to give special emphasis to penmanship, correlating it with commercial work.

Mr. Hepburn writes a very beautiful ornamental signature.

A very attractive four-page circular entitled **"The T. B. U. Messinger"** has been received from the Tiffin Business University, Tiffin, Ohio. Pen work and photographs have been used to good advantage.

This school has a fine looking orchestra, as well as two fine teams of basketball players. The larger business colleges, generally, are paying more and more attention to atheltics and the social side. This is no doubt a fine thing, as it helps to keep up the college spirit.

Chas. M. Higgins & Co. Announces The Publication of a Second Edition of "Techniques."

"Techniques", the exhaustive treatise upon drawing and rendering in pen and ink, which received an appreciative reception from architects, draftsmen, artists, instructors and students, when it was first issued, 18 months ago, by Chas. M. Higgins & Co., has been reprinted in an even more profusely illustrated second edition.

It is an unselfish gesture on the part of the makers of Higgins' American Drawing Inks to present, explain and illustrate the most generally used forms of pen and ink work.

Because of the fact that extreme care and an unusual printing process is necessary to match accurately the colors of Higgins' Colored Drawing Inks, and also to show to the greatest possible extent, the difference between the various techniques in Higgins' General and Waterproof Black Inks, over six months were consumed in the preparation of the new, second edition. An unusual antique paper of exquisite texture, was especially manufactured, so that the many contributions of the country's prominent illustrators would show up to best advantage.

The cover of the new "Techniques" was designed by Harvey Hopkins Dunn, probably the most noteworthy master of decorative ornamentation and design in the country today. Contributors and illustrators to the book, which consists of 20 pages, include such well known figures as Vladimir Bobritsky, Franklin Booth, Rene Clark, T. M. Cleland, Floyd Davis, Harvey Hopkins Dunn, C. B. Falls, Major B. Felten, Halleck Finley, Carlton Ellinger, E. A. Georgi, Walter Geoghegan, Gordon Grant, Arthur L. Guptill, Wm. A. Heaslip, John Held, Jr., Cardwell Higgins, Arthur G. Hull, O. W. Jaquish, W. Parke Johnson, Herbert S. Kates, Rockwell Kent, Wallace Morgan, John R. Neill, Russell Patterson, Wm. J. Shettsline, Edward Staloff, W. D. Theague and Hendrick Willem Van Loon.

Architects and instructors in architecture and allied subjects may obtain a copy of "Techniques" gratis, provided the request is made upon a personal or business letterhead, or by stating their business or educational affiliations. Address Educational Department, Chas. M. Higgins & Co., 271 Ninth Street, Brooklyn, N. Y., or this magazine.

JUST NAMES

By C. R. McCANN, McCann School of Business, Hazleton, Pa.

"What's yer name?" asks one little boy of the other.

"Johnny Jones," comes the reply.

"Now, what's yer name?" asks Johnny.

"Reginald Van Heusen Brevort," was the reply.

We all think we have the worst name in all the category of names but most of us would not trade names with the last above little boy. We usually are christened by the boys in school and perhaps Reggie was known to the boys as Slug, Fat, Skinny, Boots and hundreds of other names. We cannot help what has been thrust upon us by our admiring parents. I suppose we are satisfied with the one we have just so long as some one does not call us names—then we stand up and protect it.

I was wondering about these names one day and my interest increased until I went to the library. I spent one entire afternoon reading about names. It was a most interesting afternoon In fact, I was very late getting home for "dinnah" and my good spouse excused me.

You all know that the names of the first people were Adam and Eve. These names are still used to some extent but in different countries they are not recognized as such. However, I know of one family that had the pleasure of twins and the proud parents named them Adam and Eve.

In the beginning of time, parents named their children after something connected at or near the birth of the child. When Esau was born he was a hairy little fellow and hence his name. Now in another family Don was born and as he was a little brown fellow that is the way he got his name. There are other forms of Don such as Donald, Donough, etc. Then, too, Blanche means fair and light. And so we could go on indefinitely.

Charles is derived from the German Karl; Italian, Carlo, Polish and Slavish, Karol. Charlotte is the feminine in English, French, and German. In the days when we did not have motor transportation as we have it now, nearly every teamster had a horse named Charley. It is also a famous fire horse name. I used to have my neck strained turning from one side to the other when I was a boy. Charley here, Charley there, Charley everywhere I went. At first I thought these fellows were calling me but later I found that they were only speaking to the lazy horse pulling the wagon. Almost all Charleys are lazy, I suppose, and that might be the reason I got my name. I never did find out.

Reginald always impressed me very much. Possibly because the sissiest boy I ever knew was of that name and every boy registers in my mind a sissy because of him. Reginald means wisdom and to rule but the Good Lord only knew what this laddie buck was to rule. Certainly not the girls because they abhor a sissy fellow above everything else.

There is a family in one of our Mid Western states who named their Boys One, Two, Three and the Girls First, Second and Third Stickaway. This is one of the strangest names we have. Imagine a mother sticking her head out of the window and yelling, "One, come in here this very minute. First, you look after Third and see that she does not go out of the yard and get in the way of the automobiles." What would happen to the person who asked this mother why she gave her children such "funny" names? I learned years ago that it does not pay to ask too much about family affairs and names

Uncle John was a very clever fellow, years ago. In fact, he is today but his age is a little "agin" him when it comes to footracing. He was about the richest man in the township and people looked up to him when it pertained to money matters. He did not have any children so his brother Albert having more than his share named his second son for his brother. It was now John II. Years rolled by as they have a habit of doing and John II married and named his son John III. I might mention that John II can spend money faster than the original John could make it—perhaps that is the new order of things in this world.

After any war there are always hosts of children named for some important General or Admiral. Grant, Sherman, Lee, Jackson, Dewey, Roosevelt, Pershing, etc., have plenty of proteges. I know one man who answers to the name of Commodore Dewey Derrick.

A cousin of mine answers to the name of Grover Cleveland Mikesell. His father was the son of a regular dyed-in-the-wool Jeffersonian Democrat Whatever the Democratic Party did was all right with him. He could see no evil in his Party but the others were all wrong. The Republican Party had been having its own way pretty much until the Sheriff of Erie County, New York, came into prominence. However, the father was so elated over the election that he just had to celebrate the President-elect. The next election was a horse of a different color but the poor boy always had that thrust at him and that brings me to another name.

Some mothers are crazy over the Movies and think that a few of the "Stars" on the screen are just about near "it" as possible for a human being here on earth to be. Some mothers are so fond of the Movies that they charge groceries at the store and go and sell them in order to get Movie money. Mothers have been known to name their children for these actresses of the screen. I have in mind one poor little girl who had to carry around with her all her life the name of an actress. This actress was not so pure when it came to the moral side of her life. The result was, as is the case with all others, she went out of existence in a hurry and her passing was nothing to be proud of.

I once knew a girl by the name of Matilda Barbara Tunnessen, I asked her if that had always been her name and she replied that it had. In speaking I casually remarked that it might have been Tunn von Essen. A few days later she smiled and told me that her Grandmother had told her that I was right and to ask me how I found it out. The Tunns are plentiful and in order to distinguish the families they are designated as the Tunns from Essen. In order to expedite matters concerning spelling, letters and syllables are sometimes dropped.

Wadlek Marsincavage was baptised as such by his fond parents. Later on they moved to America and settled in an Anglo-Saxon settlement. Wadlek later became rich, went before the courts and had it changed to Walter Morrison. Many baseball players in the leagues whose names are unmanageable cut them to suit the baseball public. Al Simmons, the Philadelphia Athletic Outfielder's real name is Albert Czemanski. So we do not always know the nationality of the person by merely looking at his name.

I have found that the names of John, James, William, George, Mary, Katherine, Ruth, Jane, etc., are stalwart names.

There is a certain cult who believe that in order to get anywhere in the chosen profession the name must be changed to conform to the ideas of that profession. In some cases it does and he does not have to change it. We have a famous artist of the canvas and another on the "Pie anner" who have changed their names. For instance, Helen Martin of the small town plays is no longer known as such but on Broadway she is known as Helen De Martini.

Some day I'll be obliged to change my name if I ever expect to become a writer. At least that is what the cult says. So if you ever see something like Karol Mechinski, you will know that I have joined the throng. Then I'd never have to turn my head when I hear the teamster yelling. "Charley."

Dr. John A. Tabor, formerly of the Tabor Business College, Dallas, Texas, was in our office of the Business Educator and the Zanerian during our summer school. Dr. Tabor is now on a lecture tour. In this work he seems to be very happy and enthusiastic.

MENTAL MEANDERINGS

By CARL MARSHALL, Route 1, Box 32, Tujunga, California.

Speech as an Educational Force.

Some kind of a high-brow "Association" in New York is devoting energies that might be better applied in getting out what they call a "Dialect Atlas". The idea seems to be to disseminate detailed and reliable information regarding the many forms of departure from correct English that prevail in certain sections of United States. People who are always hungering for new fads may see something tremendously important in this movement for the "scientific" study of the gutter-snipe language that so generally falls from the slobbery lips of our illiterates, but to people with a wholesome mental perspective, it would seem to be a more worthy enterprise to get people to acquire a taste for the respective usages of our common mother tongue.

This matter of language degeneracy as shown in our current slang and in the prevalent speech of our hicks and hill-billies, is, of course, mainly an educational problem. If our schools and our homes would but cooperate to do their plain duty to the children during their formative years of language acquirement, the vulgar and sloppy English so prevalent in America would all but disappear in a single generation. What is needed is not more study of the dialects, but such an awakening of interest in the decent English of our good literature and best usage, as will make the dialects die out for lack of use.

The importance of good language as a moral and mental force is not sufficiently understood even among people of culture. But it is a fact easy of observation anywhere that degeneracy of conduct and taste goes on all-fours with degeneracy of speech. Let your boy acquire a taste for underworld slang, and you will be lucky if he does not at the same time acquire a hankering for underworld conduct. Visit any police court and note the gusto with which budding criminals use the latest slang of the gangster. Your ambitious young criminal feels that until he becomes an adept in this thieves' patter, he is not a real member of his gang. The lawless conduct and the brutal speech of the yegg, match each other as tenon and mortise. The evil of lawless language does not stop with mere vulgarity; it strikes much deeper.

Nor are the coarsening effects of speech vulgarity confined to the young. It distinctly tends to break down the mental and moral fiber of anyone who indulges in it, no matter what cultural advantages he may have had. It takes thought and brains to use good English habitually, whereas, any lout can be fluent in the talk of the slums. In fact, I have long been convinced that mental laziness is at the bottom of most bad English, as it is of most other slovenly habits. Language becomes comparatively easy, when one can dispense with all care as to the words he uses. And herein lies the main argument for good English as a mental discipline.

But right here it should be made clear, that by "good English" we do not mean that stilted or pedantic speech employed by those preposterous prigs, who find their joy chiefly in words of six syllables. The best English is usually the simplest. See any page of your Bible or your Shakespeare. To learn to use such English should be the ambition of every one who cares at all about his own mental improvement. If you would form a just estimate of any man's brains, note the kind of language he uses. There is no better surface indication of a strong character than a decent respect for one's mother tongue. It is even a better index of good breeding than are correct clothes and good manners.

Once get this idea to take lodgment in the minds of our young people, and it won't be very long till boorish language will become as unpopular as uncleaned finger-nails and dowdy clothing. Let the parents who preside over our homes, the teachers who direct and mold the sentiment in our schools, and the writers who make our books and newspapers, once unite to banish vulgar English from the haunts of decent people, and our common tongue will soon be worthy of a civilized folk. A "movement" of this kind, vigorously led would be worth more than all the scientific studies of language that have been put forth by scholars and linguists for the last thousand years.

Law or Anarchy

There are two extreme views that people may take regarding human laws. The one is that all laws are subversive of liberty, and that men would be better off and happier, if everybody were allowed to do as he pleases and without interference by any laws whatever. This is the view of the philosophical anarchist, and I have heard it presented with considerable force by men and women of seeming intelligence. The other, and opposite view is that there is something of near sacredness about all laws, especially those legally established by the courts and the law makers, and that all of us are bound to respect and obey such laws, no matter how silly or even cruel and tyrannical they may be. A law is a law, and must be enforced and obeyed solely and simply because it is the law. This is the doctrine that has always been put forth by those in authority,—by the makers of the laws themselves, and by those whose job it is to enforce them.

But the truth about law, as accepted by the vast majority of mankind is something very far from either of these extreme views. History affords us no example of any people who have succeeded in, or even tried to get along without laws of any kind. Such a proposition has never yet gone beyond the dreams of a few isolated visionaries, and probably never will. On the other hand, thousands of duly authenticated laws have been scouted and defied and nullified, and allowed to pass into disuse among generally law-abiding communities from the very beginning of history. There has ever been a sort of instinctive common sense among men, that has led them to distinguish between good and bad laws, and observe the one and ignore the other. No thinking statesman or ruler, or judge, will contend for a moment that all laws are of equal and binding force. Men have never accepted such a slavish doctrine and never will. The proudest and brightest pages of our history as a people describe events in which brave and heroic men and women rose up in defiance of unjust and oppressive laws, and even suffered martyrdom for this defiance. Which of us would describe as "scofflaws" the courageous men and women of Scrooby, who in defiance of the laws, met for religous worship in their own homes and went to jail rather than to attend the law-supported Church of King James? Who of us would stigmatize as law-breakers and anarchists the fine fellows of Boston, who, led by Sam Adams, pitched the rich cargoes of taxed tea into Boston Harbor?

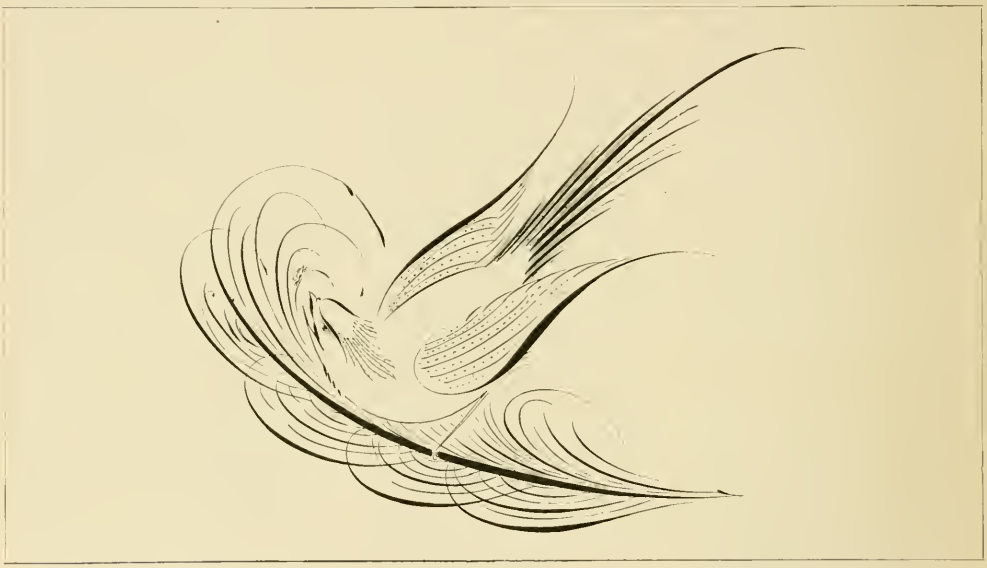
Who denies the truth of the ringing slogan of liberty, that "Resistance to tyranny is obedience to God?" Yet, time and again, and even in representative republics, cruel and bigoted majorities have tried to enforce the most abominable tyrannies under the sanction of duly authorized law. I once met a mild-mannered and apparently intelligent old lady who had got it into her head that coffee-drinking was the real cause of intemperance. She averred that the coffee stimulent was what caused the appetite for the stronger alcoholic stimulent, and therefore, she favored a law absolutely abolishing coffee. Now, suppose a foolish and thoughtless majority should succeed in putting over such a nonsensical law as that in this country, how many of us would feel under obligation to obey it? Or, suppose that some ecclesiastic organization should in some way get in control of our Government, and pass a law ordering all the rest of us to attend their particular church under pain of paying a fine of ten thousand dollars, and five years in the penitentiary, do you think we should feel bound under our consciences to obey such a law, even though it had been made a part of our Constitution? Hardly.

Now, what I am getting at, is to show our prospective young citizens who read the Educator, that, as a

matter of fact, in this land of law and liberty, no law gets its sanction MERELY BECAUSE IT IS A LAW. Laws, like all other human devices, must stand or fall on their MERITS. In nearly every state in this Union, we already have hundreds of laws that nobody thinks of obeying, the very existence of many of them, not even being known to the average man. Many of our states have still on their statute books the old "Blue Laws", so-called, according to tradition, because in the State of Connecticut, where many of them were first formulated, they were printed on blue paper. One of them provided jail for the man who should kiss his wife on Sunday. These silly laws, though, technically still having the force of laws in a number of states, have long since become a joke.

Nor is there anything sacrosanct in the mere power of a majority. While, technically, a sufficient majority, could put most anything in the way of a law into our statutes or our Constitution, it cannot be too well understood that the founders of this Republic conferred upon no majority, no matter how large, the right to commit tyranny under the name of law. Although this has been attempted again and again in this land, it has always failed, and always will. A signal example of this, was the ill-starred and cruel attempt of northern fanatics, to force the South at the close of the Civil War, to grant full suffrage to the horde of recently freed Negro slaves. This law put the intelligent white people of the South at the mercy of a vast horde of utterly irresponsible blacks, led by the worst set of scallawag demagogues the modern world has known. This unconscionable wrong was even put into the Fifteenth Amendment of the Constitution, in the adoption of which the South was not permitted to have a voice. But is anybody worrying because that part of our Constitution has been as dead as Julius Caesar from the very time of its adoption, so far as the South is concerned?

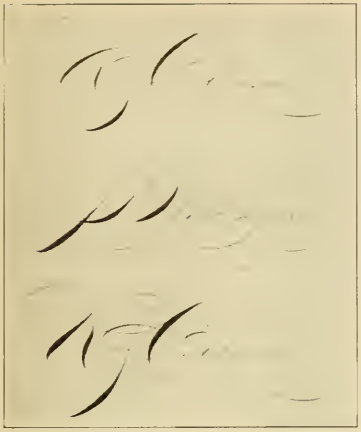
This and other lessons from history should teach us that there is no sacredness of laws, in and of themselves. Their real authority has to come from their wisdom and justice alone. When this is fully understood by the citizenry of this land, perhaps we shall go a bit slower in the matter of making unjust and unwise laws. And this, like so many other things of importance, will have to be a matter of education. Such foundation ideas should be taught in every school in the land.



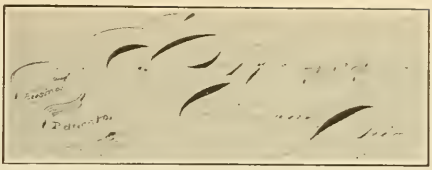
A Porto Rican Bird from the pen of M. Otero Colmenero, San Juan, Porto Rica.
We compliment Mr. Colmenero on his skill with the pen.

Whenever a problem comes up in my life
I decide it and promptly forget it -
It isn't so much the decision that counts
As the will power not to regret it.

Copies for study and imitation by F. B. Courtney, Detroit, Mich.

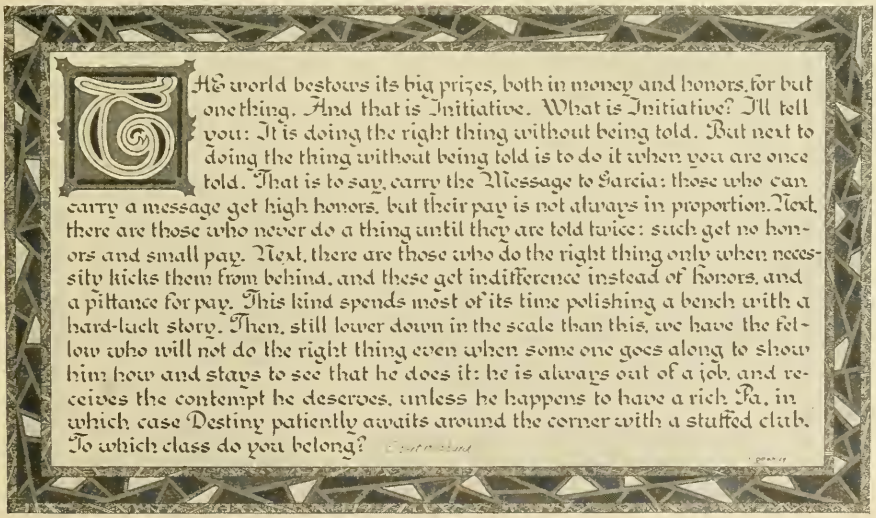


By R. S. Collins, that prince of penmen who passed away recently. We have more of his work for publication.



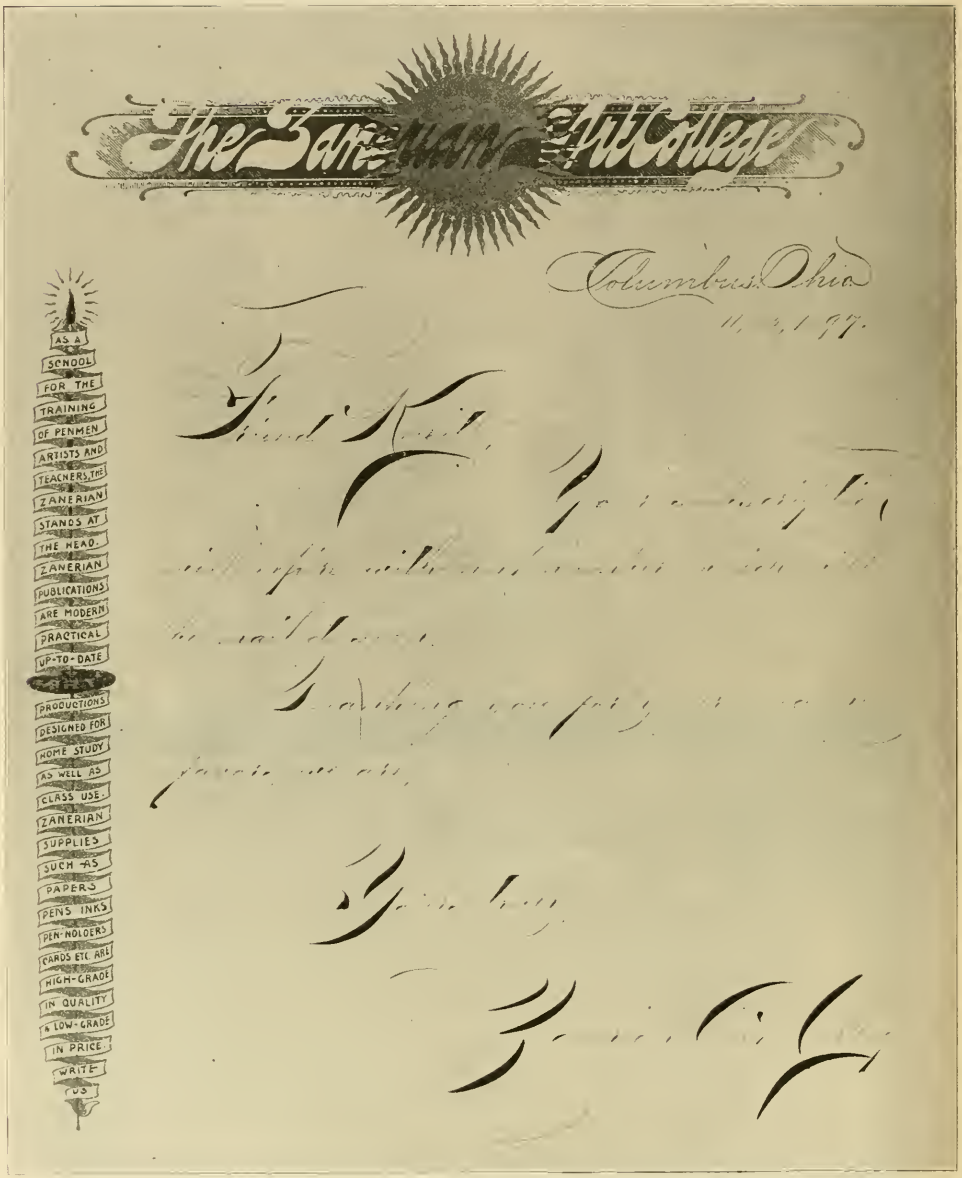
This envelope was received from L. Faretra of the Burdett College, Boston, Mass. Mr. Burdett is one of the most skillful penmen today. We have a promise from him for work for the B. E. The above will give you an idea of the quality to expect.

This signature is from the pen of E. A. Lupfer, Zanerian College of Penmanship, Columbus, Ohio.

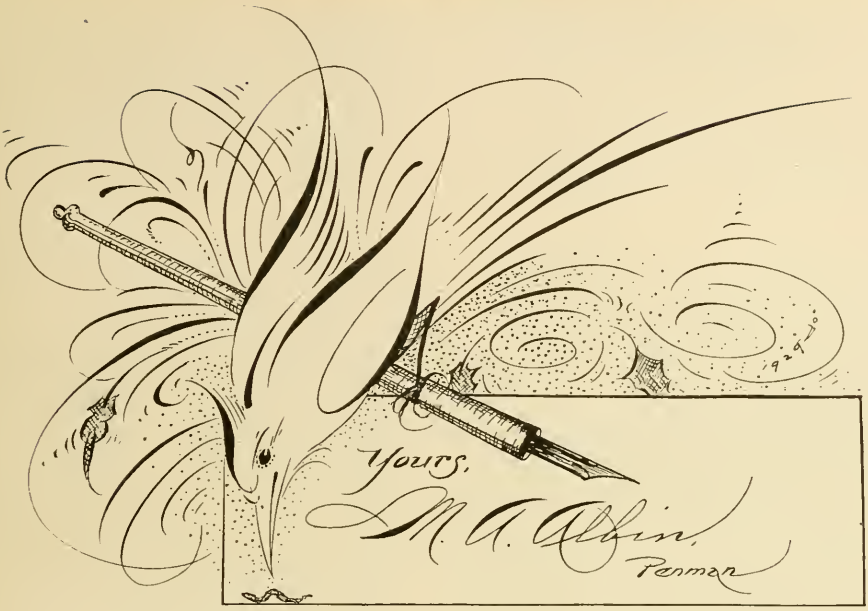


THE world bestows its big prizes, both in money and honors, for but one thing. And that is Initiative. What is Initiative? I'll tell you: It is doing the right thing without being told. But next to doing the thing without being told is to do it when you are once told. That is to say, carry the Message to Garcia: those who can carry a message get high honors, but their pay is not always in proportion. Next, there are those who never do a thing until they are told twice: such get no honors and small pay. Next, there are those who do the right thing only when necessity kicks them from behind, and these get indifference instead of honors, and a pittance for pay. This kind spends most of its time polishing a bench with a hard-luck story. Then, still lower down in the scale than this, we have the fellow who will not do the right thing even when some one goes along to show him how and stays to see that he does it: he is always out of a job, and receives the contempt he deserves, unless he happens to have a rich Pa, in which case Destiny patiently awaits around the corner with a stuffed club. To which class do you belong?

This engrossing was done by Irwin Ogden while a student in the Zanerian College of Penmanship. Mr. Ogden is now with the Dennis & Baird Studio, Brooklyn.



One style of penmanship which Mr. E. W. Bloser used in correspondence in 1897. Many of the letters in those days were written in a business hand but many of them were also written in this ornamental style. These letters were more than mere communications, they were works of art. Our friend, Mr. Kneitl, Stratfor, Canada, contributed this specimen. More specimens of Mr. Bloser's work will appear in the B. E.



Mr. Albin of San Antonio, Texas, is quite original in his flourishing.

Miss Mary Cunniff of Brookline, is now teaching commercial subjects in the High School at Danielson, Conn.

Mr. J. C. Wallace, for the last few years with the Metropolitan Business College, Cleveland, has recently accepted a position with the Platt-Gard Business University, St. Joseph, Mo.

Miss Vera M. Harrington, recently with the Bedford, Ohio, High School, is a new teacher in the Wilcox Commercial School, Cleveland.

Mr. Erold B. Beach of Lowell, Mass., is the new Head of the Commercial Department in the High School at Mechanicville, N. Y.

Miss Harriett E. Rogers of Somerset, Ind., is a new commercial teacher in the Boonville, Ind., High School.

Mr. Henry W. Pope, for several years with the Concord, N. H., High School, is now teaching in the High School at Naugatuck, Conn.

Miss Regina Cawley of Wausau, Wis., is a new commercial teacher in the High School at West Allis, Wis.

Miss Blanche C. Messier, recently with Nasson Institute, Springvale, Maine, is now teaching in the High School at Winchester, Mass.

Miss Marie C. Burns of Tiffin, Iowa, has recently accepted a position with the Bryant & Stratton College, Buffalo, N. Y.

Miss Elda Goff of Cedar Falls, Iowa, is a new commercial teacher in the Ashton, Ill., High School.

Miss Evelyn E. Faulds, recently Supervisor of Penmanship in the Lexington, Mass., Public Schools, has accepted a similar position at Fairmont, W. Va.

Mrs. Bertha A. Bay of Denver, Colo., is the new Head of the Secretarial Department of Marshall College, Huntington, W. Va.

Miss Mary McAteer of Buffalo, N. Y., has recently been engaged to teach commercial work in the Olean, N. Y., High School.

Miss Garnett Kelly of Yadkinville, N. C., is a new commercial teacher in the High School at Winston-Salem, N. C.

Miss Hilda Miller is a new commercial teacher in the Bristow, Okla., High School.

Mr. Carlos C. Crawford has recently been elected to head the commercial work of the State Teachers College at Valley City, N. Dak.

Mr. Stanley Allen of New York City will teach commercial subjects this year in the High School at Norfolk, Va.

Mr. William F. Stewart of Newtonville, Mass., is a new commercial teacher in the Elmira, N. Y., High School.

Miss Helen M. Murphy of Saranac Lake, N. Y., has accepted a position to teach commercial work in the Mechanicville, N. Y. High School.

Miss Dorothy Herman, recently with the Minersville, Pa., High School, is now teaching in the Commercial Department of the High School at Sunbury, Pa.

Mr. E. J. Neighorn of Marquette, Michigan, has recently purchased the Port Huron, Mich., Business College, and will take up his new work, September 1.

Mr. Jay W. Miller of Oak Park, Ill., is a new Assistant Manager of Goldey College, Wilmington, Del.

Miss Helen Sichler, for the past few years a commercial teacher in the Berlin, Wis., High School, has recently been chosen for similar work in the High School at North Tonawanda, N. Y.

Miss Gladys Linderman of Cedar Falls, Iowa., is a new commercial teacher in the Anthon, Iowa, High School.

Miss Vera V. Egelston of Rutland, Vermont, has been elected to teach commercial work in the High School at Rutland, for the coming year.

Mr. H. A. Lutes of Swampscott, Mass., has recently accepted a position as General Manager of O'Sullivan's Business College, Montreal.

Mr. Lawson F. King of Trenton, Mo., is a new commercial teacher in the Township High School, Pontiac, Ill.

Mrs. Eva H. Dodd of Auburn, Maine, is a new commercial teacher in the Houlton, Maine, High School.

Mr. Ralph R. Foster, a recent graduate of Stone College, New Haven, has recently been elected to teach in the West Hartford, Conn., High School.

Mr. W. W. Michaud of Presqect Isle, Maine, is a new commercial teacher in the Merrill Business School, South Norwalk, Conn.

Miss Flora Moeckel of Holden, Mo., and Miss Amy C. Chapman of Creston, Iowa, are two new teachers in the Kinman Business University, Spokane, Wash.

Mrs. Myrtle O. Boatman of Greeley, Colo., is this year head of the Commercial Department of the State Teachers College, Peru, Neb.

Mr. Hollis E. Frazey, for the past few years a commercial teacher in the Hendersonville, N. C., High School, will teach the coming year in the High School at North Tonawanda, N. Y.

Mr. Lawrence Dolan of Wakefield, R. I., is a new commercial teacher in the Commercial High School at New Haven, Conn.

Miss Ina McMahon is a new teacher in the Shorthand Department of the Griffin-Murphy Business College, Seattle, Washington.

Miss Edith Vorees of Albany, N. Y., is a new commercial teacher in the Fort Lee, N. J., High School.

Miss Kathryn Lynch is a new commercial teacher in the Wellsville, N. Y., High School.

Miss Edytha L. Trickett of Cincinnati, will be at the head of the commercial work of Alabama College, Montevallo, Ala., the coming year.

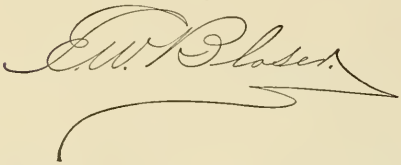
Mr. M. C. Townsend, last year with the Westervelt School, London, Ontario, is now teaching in the National Business College, Roanoke, Va.

Miss Helen M. Quinn, recently with the Huntington, Mass., High School, is a new commercial teacher in the High School at Plymouth, Mass.

Miss Alice M. Robinson of Everett, Mass., has recently accepted a position to teach, the coming year, in the Woodbridge, N. J., High School.

The Value of Large Writing for Beginners in the Elementary Schools

By



(This is the third of a series of articles prepared by Mr. B'oser in 1928, on the Value of Large Writing for Beginners in the Elementary Schools.)

OVERTENSION IN WRITING

It is well known by teachers and others who have made a study of the subject that American children are liable to overtension in writing. "Large, Free Writing for Small Children" counteracts this overtension tendency and helps to establish normal, free, and easy writing by gradually reducing it until the usual small adult size is reached in the third or fourth grades.

If the small adult size is taught in the first grade it cannot do otherwise than increase the tendency to overtension; and while pupils may by intensive drilling accomplish adult results in their work, who is there who would not doubt the wisdom of doing it? Who is there who does not believe that for the sake of the child and his writing in later years, adult methods should be deferred in the first and second grades and work adapted to the pupil's period of development be given instead? We earnestly ask all interested in this question to rely upon your own investigation, experience and judgment in reaching a decision. The welfare of the child deserves and demands it.

It is possible for any one to demonstrate that a six year old child can write the small adult size with as little tension as he can write the large size?

We all agree that we should like to have the child begin in writing on the size he will write when he is grown up. But that is not it. What are the child's interests? They deserve first consideration, not our wishes.

We should like to start a child to walk rather than have him creep and do numerous other things as he will eventually do them when he grows up, but if we compelled him to do such things would there be any grown-ups?

Again we quote Dr. Lewis M. Terman where he shows that we should not infer that what is safe for the adult is also safe for the child. This is from the chapter dealing with Children and Adults:

> Most impressive also is the lack of permanency in the form, structures, and functions of the child's organs. From first to last, developmental changes are more important than those of mere growth. It is unsafe, a period, to infer that anything which is safe or beneficial for the adult is hygienic for the child. Child hygiene, we may repeat, in both its mental and its physical aspects, must be cultivated as a distinct and separate field.

HABIT FORMATION

A great bugaboo has been made of habit formation in its relation to large writing for beginners. But purely a bugaboo it is; the danger in it is only imaginary.

NOW PREPARE FOR THE WORST—HERE IT IS

In support of the attack against large writing for beginners and in favor of the adult size on the grounds of habit formation, the famous psychologist William James, has been quoted as follows:

> The hell to be endured hereafter, of which theology tells us, is no worse than the hell we make for ourselves in this world by habitually fashioning our characters in the wrong way. Could the young but realize how soon they will become mere walking bundles of habits, they would give more heed to their conduct while in the plastic state. We are spinning our own fates, good or evil, and never to be undone. Every smallest stroke of virtue or of vice leaves its ever-so-little scar. Nothing we ever do is, in strict scientific literalness, wiped out.

Evidently William James refers to shaping our characters in the wrong way by perservance in bad thoughts and acts such as eventually make holdup men, bandits and gunmen, for a few sentences farther on in the same chapter he tells us how we become "permanent drunkards by taking so many separate drinks," etc.

Could anyone believe that William James intended to say that teachers who teach and children who learn a movement in handwriting that may not be in strict agreement with that which is said to be "the only true movement" will on that account alone bring upon themselves punishment equal to that of a permanent visit to an old orthodox hell? Then, too, some of us may not always have been wise enough to teach "the only true handwriting movement," and think of our danger before we did so, if the application of the James' quotation as it was given is a correct one.

THE POWER OF HABIT

Who can doubt it? Who of us are not aware of innocent children having developed into hardened criminals through persistence in wrong habits?

And on the other hand, who has not known of young persons who have had little opportunity but who, fired by ambition aroused by some worthy teacher, have acquired good study and behavior habits and have risen to high positions in life?

Probably nobody doubts the importance of the principles of habit, but the trouble with the argument in favor of small writing is that it is a false application of the doctrine of habit. Few will agree with the particular application that has been made of it in this instance.

The position taken in the argument in favor of small writing seems to be that the doctrine of habit means one must always perform an activity in exactly the same way in the early stages of learning as he does in the final stage. This, of course, would not permit of progressive learning which is a very common form. For example, the child learns to walk not by practicing walking in the beginning, but by first learning to hold up his head, then to sit up, then to stand, then, frequently, to creep, and finally to walk. The creeping stage may come before the standing stage.

The true educational procedure in learning is to advance from the easy to the difficult; and who doubts that large writing is easier for children than small writing? Large writing aids in mastering form, since it makes perception so much clearer and execution easier. Large writing can be defended upon both hygienic and pedagogical grounds. It is easier, freer, and more spontaneous. It is more enjoyable; it is less fatiguing. It avoids eye strain. Large forms are more nearly in line with the nervous and muscular development and adjustment of the child.

The pleasurable feeling that accompanies natural achievement in writing goes a long way to make for continued interest and success. That is why blackboard writing should precede writing with pencil and paper.

In considering this question we need to distinguish between form and size. Form is dependent upon mental processes; size is largely dependent upon the degree of muscular development and fineness of nerve and muscle coordination. There are pronounced changes in these nerve-muscle relationships during the growing period. Large writing and small writing are the same in kind but different in quality. With which the child should begin seems clear if recognized educational principles are to be followed.

If the theory be true that the small adult size should be taught to beginners, then children in carrying wood for mother's woodbox should carry a man's load, for if they carry a load adapted to their size, age, weight and strength they may form the habit of carrying small loads and never be able to carry a man's load.

It takes some of us a long while to outgrow the idea that the child is for education rather than education for the child, and until we do outgrow it the child will

be retarded and suffer on account of our shortsightedness.

Without injury, the child of six or seven cannot write for as long a time as an adult; he cannot write as fast; he cannot write as well; and we can state with equal certainty that he cannot write as small.

The one complaint we hear most often of the method that begins with small writing is that it is not suited to small children. Here are a few quotations taken from published criticisms:

> The teachers want the system abolished, not because it is trying on them to teach it, but because it is not suited to the little ones.

Another:

> It is too difficult for a first grade child to learn.

Still another:

> Little ones are even made ill by the stress effort which it puts upon them.

Small, intensive writing for children is like child labor in factories; the former accomplishes the results of adults, and the later is very profitable in dollars and cents; but both are pitiable and disastrous for the child. Children can work but they should not do so intensively.

A six months' old colt has reached about the same stage in his development as a six year old child. Gait both but don't speed them.

The only safe and sane plan in teaching handwriting to children is to enlarge it, which reduces the speed and makes it interesting, less intensive, more active, less difficult, most expressive.

What Do Experienced Teachers and Handwriting Supervisors Have to Say About Large Writing for Beginners?

In a questionnaire which we sent to forty-nine well-known workers in this field appeared this question:

> Do you have your beginners in handwriting in the first grade start with large script forms or with the small adult size?

Thirty-seven replied and every one answered, "Large forms."

We cannot undertake to quote all of the answers, but here are a few of them:

> Large script forms are used. When large script is used, there is little physical strain. Pupils begin writing their own experience stories with little effort during the first half of the first grade. The children love their writing work.

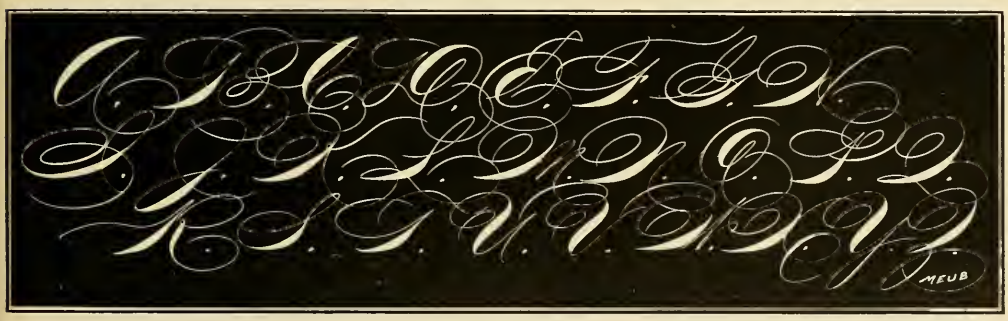
> We use the large script forms because we believe this size conserves the child's health and energy.

Could there be any better testimony in favor of large writing for beginners than that from progressive, experienced supervisors and teachers? It is unfortunate that we can give here but a small portion of such testimony, due to the limits of space. Following are some who have surely earned the right to speak on this subject:

> In my work with primary grades my slogan is "keep the writing large and easy."
>
> From my observation I conclude that it is much easier to teach transition from whole arm (large) writing to forearm (smaller) writing, than it is to keep children who have learned small writing from "wriggling their fingers."
>
> I am firmly convinced by observation, by experience and by educational and psychological principles, that "Large Writing for Beginners is the Child's Way."
>
> Supervisor of Handwriting — Alice E. Benbow,
> Public Schools — Trenton, N. J.
> Public Schools — Trenton, N. J.

> If writing is to be taught at all at the seats in the first grade, it should be large and free. I do not feel that the arm should be raised high from the desk but that it should partly rest on the desk, and yet have no set rest or position for intervals as in forearm movement writing; rather the arm should glide along on the desk. In this way the arm rest becomes more and more complete until finally the arm is resting entirely on the desk.
>
> The question arises, how long should the arm be kept up from the desk. If this plan be used I should say a few weeks only. Then they should be made to glide on the desk, and finally to rest.
>
> Supervisor of Handwriting — A. M. Hinds,
> Public Schools — Louisville, Ky.

> The sliding arm movement seems to be the best to be used in writing by the child. Suspended arm movement comes next in my judgment. Since the tendency of the child is to use the fingers the use of the arm should be stressed largely. These are my convictions based upon my teaching experience during the past twenty years.
>
> Supervisor of Handwriting — C. E. Doner,
> Mass. State Normal Schools — Littleton, Mass.



Offhand ornamental capitals by A. P. Meub, P. O. Box 194, Pasadena, California.

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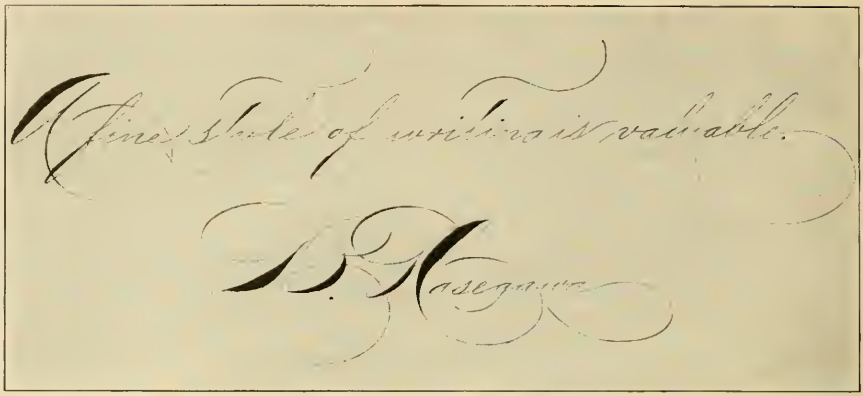
of interest to every teacher and student of handwriting. Circulars with Chapter Subjects, also Reprint of Reviews sent upon request. The book is recommended and sold by **The ZANER-BLOSER COMPANY, COLUMBUS, OHIO.**



Dashy ornamental writing by K. Ogawa, Tokyo, Japan.

Miss Florence Karker of Anoka, Minn., is a new shorthand teacher in the Mankato, Minn., Commercial College.

Miss Marion G. Little, for several years a teacher in Hampton, N. H., Academy, is now teaching in the Milford, N. H., High School.

Mr. George W. Lindeman, for several years Head of the Commercial Department of the Turtle Creek, Pa., High School, is a new commercial teacher in the Pottsville, Pa., High School.

Mr. James E. Brown, last year with Woodbury Business College, Los Angeles, Calif., is a new commercial teacher in the Kinman Business University, Spokane, Wash.

Miss Claire Ham, recently with the Chicago Business College, will teach, the coming year, in the Bennington, Vt., High School.

Mr. William M. Cavanaugh of Brooklyn, N. Y., is a new commercial teacher in the Drake Long Island Busines College at Brooklyn.

Miss Rachel M. Woodis, for the last few years with the South Royalton, Vt., High School, is a new commercial teacher in the High School at Hingham, Mass.

Miss Helen Hill and Miss Genevieve Taylor are new commercial teachers in the Des Moines public schools.

Mr. Ralph H. Goss of Montague City, Mass., is a new teacher in the Accounting Department of Meeker's Business Institute, Elmira, N. Y.

Miss Maye Hylton, recently with the Joplin, Mo., High School, will teach, the coming year, in the School of Commerce of the Agricultural and Mechanical College, Stillwater, Okla.

Miss Myra Burwell, a recent graduate of the State Normal School at Salem, Mass., has been elected to teach, the coming year, in the High School at Ellicott City, Md.

Miss Marion Fuller is the new Head of the Commercial Department in the Sanford, Maine, High School.

Miss Florence Barrett of Waltham, Mass., is a new commercial teacher in the State School for the Blind at Hartford, Conn.

Mr. R. A. James of Atlanta, Ga., has recently accepted a position as teacher of accounting in the Bryant & Stratton College, Buffalo, N. Y.

Mr. Elton M. Allen, for the last few years with the Maine School of Commerce at Auburn, is the new Head of the Commercial Department in the West High School, Manchester, N. H.

Miss Berene Millikin of Cedar Falls, Iowa, is a new commercial teacher in the Greene, Iowa, High School.

Miss Winifred Bronson, recently with the West High School, Waterloo, Iowa, is the new Head of the Secretarial Department of Marshall College, Huntington, W. Va.

Mr. Fanton S. Lyon, Jr., of Brooklyn, N. Y., is a new teacher in Park Institute, Pittsburgh, Pa.

Miss S. Madeline Eisenhart is a new commercial teacher in the High School at Chestertown, Md.

Miss Catherine B. Harris, recently with Goddard Seminary, Barre, Vt., will teach, the coming year, in the Keene, N. H., High School.

Miss Irene Whitmore is a new commercial teacher in the Woonsocket, S. Dak., High School.

Mr. Floyd Blake, recently a teacher of commercial subjects in the Wakefield, Mich., High School, is now teaching in Argubright's School of Accounting, Business Administration, and Secretarial Science, Battle Creek, Mich.

Miss Ella M. Howe, recently a commercial teacher in the Randolph, Vt., High School, will teach, the coming year, in the High School at Walpole, Mass.

Miss Olive B. Ward of Springfield, Mass., is a new teacher in the Madison School, Brooklyn, N. Y.

Miss Muriel L. Jenner of West Somerville, Mass., is the new Assistant Registrar and Secretary to the Dean of Instruction in the State Teachers' College, Fredericksburg, Va.

Mr. John A. Maitland is a new teacher of Accounting in Stone College, Inc., New Haven, Conn.

Miss Frances Willoughby of Pitman, N. J., will teach, the coming year, in the Junior High School at Shippensburg, Pa.

Miss Mildred E. Taft, during the past year a teacher in the High School at Mansfield, Mass., will teach the coming year in the Senior High School, Quincy, Mass.

Mr. James J. Toner, for the last few years a commercial teacher in the Glouster, Mass., High School, has recently accepted a similar position with the High School at Arlington, Mass.

Mr. E. G. Thayer of Adams, Mass., is a new commercial teacher in the Troy, N. Y., Business College.

Miss Ruth Slater is a new teacher of commercial subjects in the Plainfield, N. J., High School.

Miss Howard Frissell, last year with the Eureka, Mont., High School, will teach the coming year in the High School at Thompson Falls, Mont.

Miss Ruth D. True, for several years with the Rutland, Vermont, High School, is a new teacher of commercial work in the New London, Conn., High School.

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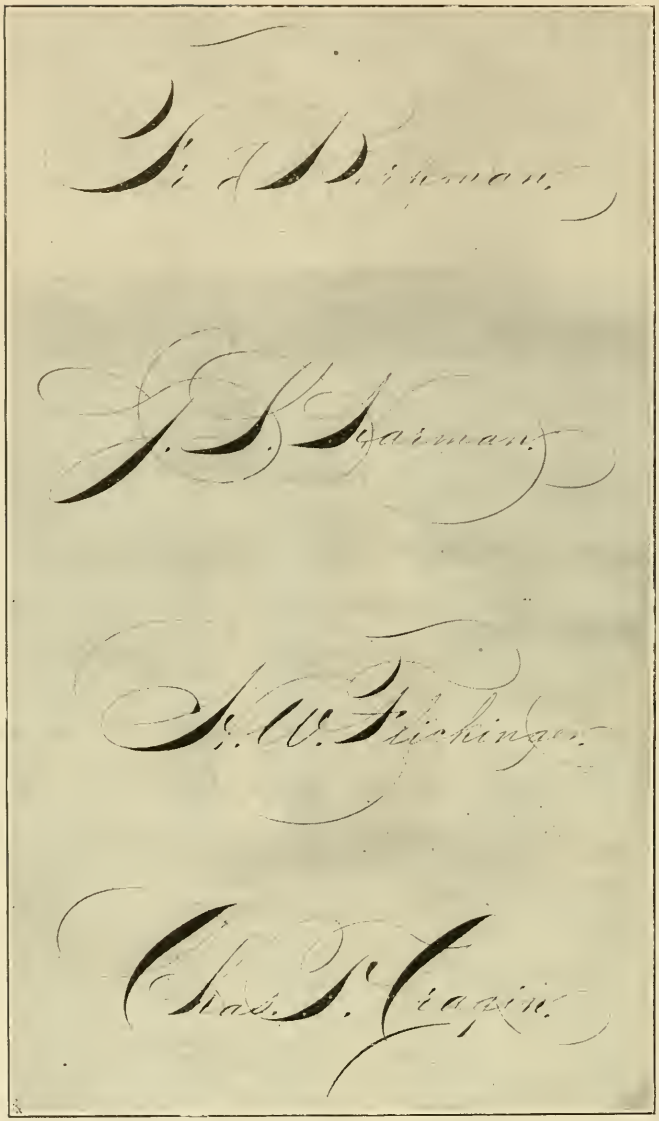
DESIGNING AND ENGROSSING

By E. L. BROWN,
Rockland, Maine.

Having devoted the last two lessons to brush and color drawing we feel that pen and ink work will be a desirable change. The copy is a part of a cover design printed in two colors. In preparing designs for color printing, first decide on a color scheme, and make a color chart of sketch for the engravers guide, then proceed to make a black and white pen drawing. From this drawing the engraver will make the necessary color plates. Black and white drawings are used frequently for decorative purposes and are very effective and pleasing in strong contrasts.

The first matter for consideration in planning the design is the proper placing of the principal objects, namely the sail boat, launch and sun, in order that the picture will be well balanced. Draw these objects very carefully, giving special attention to details, and strive for action—for instance the shimmer on the water suggests movement, the boats are gliding along, the gulls are soaring and if you can convey this feeling of action your picture will be successful.

The larger surfaces of solid black may be added with a brush much more quickly, also more satisfactorily, as a pen sometimes roughens the surface of the paper. Use Chinese white in a clean pen for rays of the sun. Let us see some of your work in the way of simple designs in black and white.



Here are some masterful specimens written by the late D. B. Jones who lived at Florence Station, Ky., and who in 1914 attended the Zanerian College of Penmanship. We believe that Mr. Jones was one of the most skillful penmen turned out by the Zanerian at that time. Notice the "F" in Fred. Try to equal it if you think it is not skillful. We have more of Mr. Jones' work to publish.

This work was lent to us by James D. Todd, Salt Lake City, Utah.

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Engrossed and Illuminated.
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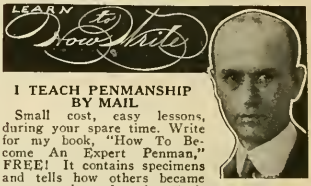

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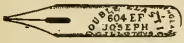

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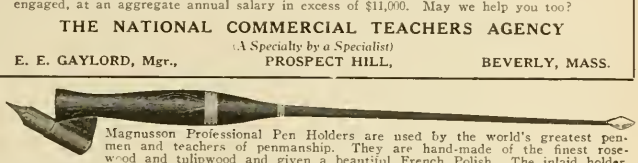

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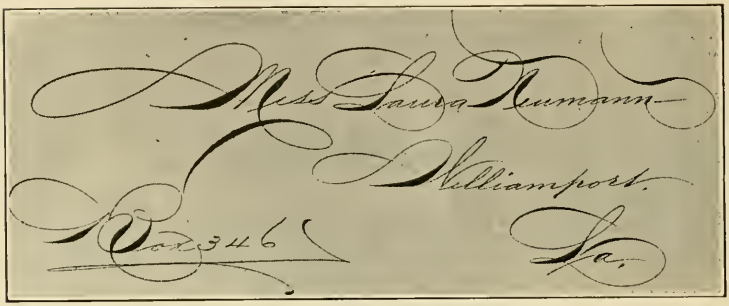


This beautiful envelope was written by Mr. S. H. Kallenbach, Greensburg, Pa.

This individual script was written by J. H. Moody, Kansas City, Mo.

The above bird was made by H. H. Stutsman one of the oldest active penmen in the profession. He is now eighty-five years of age and still swings a very steady pen. We congratulate Mr. Studsman on his skill and hope that he may live many years.

We had the pleasure of examining fourth grade specimens, of the **Adams School, Findlay, Ohio,** written in September and May. The specimens show very remarkable progress. They clearly show that Miss Paessler is a conscientious, enthusiastic teacher. This is some of the best fourth grade writing we have recently examined. We want to congratulate Mrs. Lucas, the Supervisor upon having such splendid teachers and students.

A very fine catalog has been received from the **Interstate Business College, Fargo, North Dakota.** In it we find considerable fine script, lettering and card carving from the pen of Frank A. Krupp and his students. The college has both a boys' and girls' basketball team and an orchestra.

Miss Leona Schimel, now teaching in the North Tonawanda, N. Y., High School, will teach the coming year in the Memorial High School at Pelham, N. Y.

NEWS NOTES

Miss Adeline Purma of Pittsburgh, Kansas, is now a commercial teacher in the High School at Superior, Wyoming.

Miss Letha Bogart, recently with the Watsontown, Pa., High School, is now teaching in the High School at Wellsboro, Pa.

Miss Earlys Haahr of Cedar Falls, Iowa, has recently accepted a position as commercial teacher in Washington Junior High School, Honolulu, Hawaii.

Mrs. Lillian I. Miller is the new head of the typewriting work at the Kansas State Teachers College, Pittsburg.

Mr. Howell E. Jones, for the past few years a commercial teacher in the Senior High School, Mansfield, Ohio, is now teaching in the South Euclid, Ohio, High School.

Miss Hazel A. Gilman of Woodsville, N. H., is a new shorthand teacher in the Bryant & Stratton College, Buffalo, N. Y.

Miss Dorothy Dick of Fort Collins, Colorado, is a new teacher of typewriting at the Colorado State Teachers College, where she will also do graduate work in the Commercial Department.

Mr. James A. Briggs, for several years a commercial teacher in the Manchester, N. H., High School, has accepted a similar position with the Hartford, Conn., Public High School.

Miss Marion Marshall of Minneapolis is a new commercial teacher in the Glendive, Mont., High School.

Miss Cynthia H. Brooks, last year with the High School at New York Mills, N. Y., will teach, the coming year, in the Middletown, N. Y., High School.

BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to enable our readers to determine its value.

The Technique of Teaching Typewriting, by Jane E. Clem. Published by The Gregg Publishing Company, 363 pages.

The teacher of typewriting must know how as well as what to teach. There is no substitute for a mastery of the technique of the teaching process. The consciousness of having been "born a teacher" is not enough; it must go hand in hand with teaching technique that can be developed only in special methods courses.

In this book, intended for use as a text by students training to become teachers of typewriting, as well as for private study by teachers already at work, the author undertakes to deal in a concrete and practical way the underlying principles of typewriting instruction. Material gathered from text and reference books, magazine articles, and other sources has been joined together in the light of the author's personal knowledge and experience.

The chapters on Tests and Contests, Standards of Attainment, Grading Methods, and The Correlation of Shorthand and Typewriting, are only a few of the more important divisions of this new contribution that should be of universal interest to the classroom teacher of typewriting. The extent of the author's familiarity with source material in her field of specification is revealed in the extensive bibliography given at the end of her treatise.

A Scientific Study in Curriculum Making for Junior Courses in Business Education, by William L. Connor and Lloyd L. Jones. Published by The Gregg Publishing Company, 144 pages.

In the fall of 1926, Mr. C. R. Metcalf and Mr. H. de Beauclair, representing the Office Managers Group of the Cleveland Chapter of the National Association of Credit Men, called upon the Superintendent of the Cleveland Schools to discuss the question, "What are the Cleveland schools doing to meet the problem of training potential office employees and especially the large body of general clerks?" The office Managers Group proposed a serious study and investigation of this problem and for that purpose offered the facilities and the co-operation of the National Association of Credit Men.

Superintendent Jones was quick to realize the need for such a study and after several conferences, committees were appointed by the Board of Education and the Office Managers Group to make such studies and investigations as might be deemed necessary to bring about improvement in better adapting courses of study to community conditions. Specifically, the purpose of the investigation was "to analyze the duties of clerical workers other than whose work is primarily stenography and bookkeeping, and to build a course of study for the training of this group."

Working in co-operation, there was immediately undertaken by these committees a comprehensive study, not only of the skills, but also of the appreciations, attitudes and traits essential to the satisfactory performance of the duties of the general clerical type of junior office employee. The study was based on actual situations existing not only in the large, highly specialized type of office organization, but also in the medium sized and small office where only a few clerical workers are employed.

On completion of the study, a statistical compilation was set up under the supervision of William L. Connor and Lloyd L. Jones, both members of the Administration Staff of the Cleveland Board of Education. This statistical complication was in turn interpreted in terms of recommendations for curriculum content.

This report should be of interest to school officials and teachers of business subjects, as well as to office managers and general clerks. If the revelations and recommendations set forth in this report are given effect in the Junior High School Commercial Curriculum, there should result a most desirable enrichment of the content of the business courses in our Junior High Schools.

Secretarial Procedure, by Stella S. Center and Max J. Herzberg. Published by the Ronald Press Company, New York City, N. Y. Cloth cover, 401 pages.

The purpose of this volume is to establish immediate and direct contact between the student-secretary and actual business situations. "Secretarial Procedure" aims to shorten the gap between training and practice and help students orient themselves in actual secretarial situations while they are studying.

To motivate the study of secretarial work, a survey was made of secretarial procedures in a number of business and professional offices in a metropolitan center, for the purpose of demonstrating to students the kind of preliminary training that would be most effective. The employer, the personnel director, and the secretary were interviewed for the purpose of seeing the secretarial position from at least three angles.

Part I is a series of narratives of secretarial practices as they exist in business and professional offices. In each narrative, the student will perceive concrete and vivid details of the hour-by-hour and the day-by-day conduct of offices in which secretaries are employed. The resemblances and the differences in procedures are emphasized by the employment of the "case method," the student being given inductively a vital knowledge of the varied duties and functions of the secretary.

Part II supplies the secretary with the information revealed by the survey as essential to effective communication.

The advantages of this method of presentation may be summed up as follows:

1. The student is led on by the motive of interest to study secretarial procedure as carried out in different kinds of offices. The "cases" described have a lively narrative but personal appeal.

2. The way in which the student learns about secretarial work in this volume follows as closely as possible the way in which the same student would obtain a knowledge of this work in actual offices. There is the great advantage, however, that the knowledge is imparted more quickly and in more orderly fashion.

3. The great majority of the situations and problems that the student will, as secretary, be called upon to face are described in advance or otherwise anticipated; and there is consequently a great vocational gain in the increased comfort and self-confidence of the student.

The conclusions reached by the survey have been re-enforced by years of experience, on the part of the authors, in teaching secretarial correspondence at Columbia University and in other institutions.

The thesis of "Secretarial Procedure" is the increasing significance of the secretary as the officer of communication, both oral and written. Secretarial work offers so many opportunities for expression as to justify adequate preparation on the part of young men and young women.

Modern Mathematics, Seventh School Year, New Edition, by Ralph Schorling, Head of Department of Mathematics, the University High School and Professor of Education, University of Michigan, and John R. Clark, The Lincoln School, Teachers College, Columbia University. Published by the World Book Company, Yonkers-on-Hudson, New York. Cloth cover, 274 pages.

Among the characteristics of the Schorling-Clark Modern Mathematics series that have made it a leader in its field are:

1. It is humanized mathematics. The subject is made stimulating and vital to children by relating it to their own activities and interests.

2. It challenges the pupil. There is a personal, thought-provoking, problem-solving appeal. The child is given something to do; he learns through his own purposeful experience.

3. It is practical. There is constant attention to the uses and purposes of mathematics in everyday life—social utility was one of the chief criteria for selection of subject matter.

4. It is within the understanding of children. The books are written to the pupil in his own language. Through painstaking experimentation the material was carefully adjusted to the capacities of children as well as to their interests and needs.

5. It is psychologically organized. The subject is presented in harmony with the way in which children naturally learn.

6. It is thorough. Cumulative reviews insure continued application of what is learned.

7. It provides for individual differences. Its method of leading the pupil to discover for himself takes care of the varying abilities of pupils. The graded problems and instructional tests of the New Edition further individualize the work.

8. It meets requirements. The books are in full accord with the recommendations of the National Committee on Mathematical Requirements.

The Hygiene of the School Child, by Lewis M. Terman, Professor of Psychology, and John C. Almack, Professor of Education, Leland Stanford Junior University. Published by Houghton Mifflin Company, Boston, Mass. Cloth cover, 505 pages.

This work has been prepared as a textbook in school hygiene for the use of normal schools, colleges, and teachers' reading circles. It has been shaped by the conviction that the primary concern of such a text should be the child itself—the hygiene of physical and mental growth, rather than the details of school architecture and school equipment. The architect and the engineer working alone cannot guarantee the healthfulness of school life. Hygienic buildings and equipment are necessary, but they do not go far in the conservation of the child. Moreover, the average teacher has little voice in the construction, ventilation, lighting, and equipment of school buildings. She must accept these as she finds them. But she has hourly opportunity, in her control of school activities, to observe or to violate the principles relating to the hygiene of physical and mental development.

On the phases of school hygiene here treated there exists, in spite of many regrettable gaps, a large and valuable literature. Most of it, unfortunately, has remained hidden away in medical treatises and scientific periodicals on hygiene. The author has endeavored to summarize and interpret the best of this rather technical literature for the use of teachers and parents.

Elwell-Fowlkes Bookkeeping Test, by Fayette H. Elwell, C. P. A., Professor of Accounting, University of Wisconsin and John Guy Fowlkes, Ph. D., Professor of Education, University of Wisconsin. Published by the World Book Company, Yonkers-on-Hudson, New York.

The Elwell-Fowlkes Bookkeeping Test is in strict accordance with improved methods of testing. It will serve the following purposes:

1. Used as a partial or total basis for assigning grades in bookkeeping at the end of first or second semester, it makes possible comparison of classes or schools.

2. It provides uniform or comparable standards for admission to classes in second semester and second year bookkeeping.

3. It is especially helpful in adjusting teaching emphasis on the various topics of the bookkeeping course. From its use, teachers may ascertain just how well students have mastered each major division of bookkeeping.

4. Results of the test may be applied with confidence in the educational and vocational guidance of students. The early detection of special aptitude or deficiency will save much misdirected energy and lead to successful development of individual abilities.

Mr. Carl J. Street of Philadelphia is a new commercial teacher in the Lititz, Pa., High School.

Mr. William F. Frischkorn, last year with Universal Institute, Fort Wayne, Indiana, is a new teacher in the South Bend, Indiana, Business College.

Miss Helen Ringold, for several years Head of the Commercial Department of the Sanford, Maine, High School, is now teaching in the Altoona, Pa., School of Commerce.

FOURSCORE and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live.

It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract.

The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, and for the people, shall not perish from the earth.

LINCOLN'S SPEECH AT GETTYSBURG
NOVEMBER 19, 1863

A CORRECTION

On page 34 of our Sept. number C. L. Cook was, by mistake, given credit for preparing that beautiful page which we later learned was prepared by Frank Yanagi, a Japanese engrosser in Harris Studio, Chicago.

W. A. Baird, the well-known engrosser of Brooklyn, states that Mr. Yanagi's page (reprinted above) is **the finest full page specimen of Old English ever published in the Business Educator.**

Mr. Yanagi is a Zanerian and has developed into a very fine engrosser. He is probably the best copperplate script writer in Chicago.

We recently met Mr. Cook, the modest, skillful engrosser, for the first time. You should become acquainted with these expert engrossers.

MEET THE LEWISES

M. M. Lewis

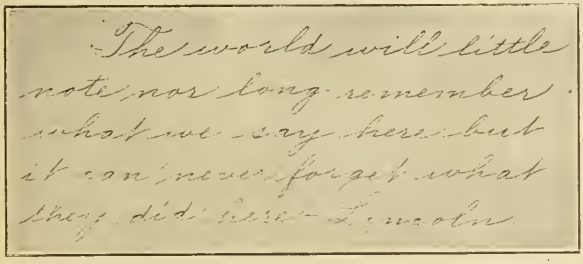
Mrs. M. M. Lewis

In 1923 Mr. and Mrs. Lewis came to the Zanerian to specialize in penmanship. If we remember correctly, it was both a pleasure and a business trip, both preparing as Teachers of Penmanship while enjoying their honeymoon.

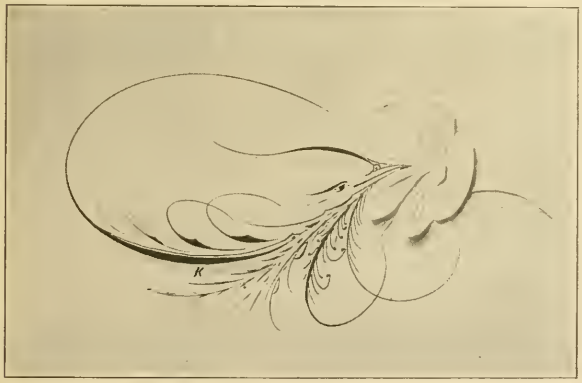
Mr. Manley M. Lewis, who is now Director of the Commercial Department in the Bellefontaine (Ohio) High School, graduated from Bliss Business College, Columbus, Ohio, and attended the Ohio State University. Mr. Lewis was formerly Head of the Commercial Department and Supervisor of Penmanship in the Harbor Special Schools, Ashtabula, Ohio, and for the past two years was an instructor in the Leisenring High School, Connellsville, Pa. Mr. Lewis' slogan is "Better writing makes better Bookkeeping." Each day he sets aside a specified time for penmanship drills.

Mr. Lewis is a young man of pleasing personality, and is "wrapped up" in the teaching of penmanship and commercial subjects.

Mrs. Lewis, as the above shows, is a very attractive young woman. She was the life of the social features during the 1923 Summer School. Mrs. Lewis is even more skillful in penmanship than Mr. Lewis.



Mr. L. S. Sorbo, who at one time attended the Zanerian College of Penmanship, and who is now teaching in the Troy, N. Y. Business College, wrote the above.



Pen and knife work by F. A. Krupp, Interstate Business College, Fargo, N. D.

SOUTHERN COMMERCIAL TEACHERS' ASSOCIATION

The Southern Commercial Teachers' Association will be held in Chattanooga, November 29-30, 1929.

Owing to the fact that there was no meeting last year the Secretary wishes to bring the mailing list of teachers in the South up to date and asks that each school principal of both public and private schools in the southern states send list of teachers and officers of their schools to her. This information will enable your Secretary to keep you advised at all times. Address your communication to Margaret B. Miller, Secretary, Southern Commercial Teachers' Association, Wheeler Business College, Birmingham, Ala.

A catalog addressed in an attractive ornamental hand has been received from the **Chicago College of Commerce,** 735 Englewood Ave., Chicago, Ill. Mr. B. F. Bellis, President, L. D. Lucas, Vice President and John S. Griffith, Penmanship teacher. The catalog is a clever piece of advertising and is typical of the high class work being done by that school.

The Master Builder is the title of a ninety-six page catalog, beautifully illustrated, from the **Armstrong College of Business Administration,** Berkeley, Calif., J. Evan Armstrong, President.

Mr. Armstrong is conducting a high class school. Among his students are graduates of many colleges and universities throughout the United States. There are about seventeen trained experts on the faculty.

A beautifully illustrated and well printed catalog has been received from the **Minneapolis, Minn., Business College.** This well known school develops very high grade students. Mr. J. A. Buell looks after the penmanship work of that institution.

A splendid catalog has been received from **Draughon's Practical Business College,** Shreveport, La., George A. Meadows, President.

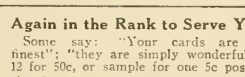
The catalog is full of photographs of instructors, lecturers, students and schoolrooms. We congratulate the school on the good work being done.

R. T. Murahmi formerly of 1191, Honolulu, T. H., is now in Los Angeles, California.

Mr. Murahmi is quite a skillful penman and an Engraver by trade.

Again in the Rank to Serve You!

Some say: "Your cards are the finest"; "they are simply wonderful."—12 for 50c, or sample for one 5c postage stamp.



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Pens

Zanerian Fine Writer Pen No. 1.

1 gr.....$1.75 ¼ gr.....$ .50 1 doz.....$ .20

Zanerian Ideal Pen No. 2, Zanerian Medial Pen No. 3, Zanerian Standard Pen No. 4, Zanerian Falcon Pen No. 5, Zanerian Business Pen No. 6.

1 gr.....$1.25 ¼ gr.....$ .40 1 doz.....$ .15

Special prices in quantities. We also handle Gillott's Hunt's Spencerian and Esterbrook's pens. Write for prices.

Broad Pointed Lettering Pens.

1 Complete set (12 pens) $0.35
½ doz. single pointed pens ..... .15
½ doz. double pointed pens ..... .30
1 doz. single pointed, any No. ..... .25
1 doz. double pointed, any No. ..... .60

Pen Holders

Zanerian Fine Art Oblique Holder, Rosewood:

11½ inches.....$1.25 8 inches.....$1.00
Zanerian Fine Art Straight Holder, 8 inches....$1.00

Zanerian Oblique Holder, Rosewood:

11½ inches.....$ .75 8 inches.....$ .65

Zanerian Expert Oblique Holder, 7½ inches:

1 only.....$0.20 1 doz.....$1.25 ½ gr.....$ 6.50
½ doz. ..... .75 ¼ gr..... 3.50 1 gr..... 12.00

Excelsior Oblique Holder, 6 inches:

1 only.....$ .15 1 doz.....$1.20 ½ gr.....$ 5.50
½ doz. ..... .70 ¼ gr..... 3.00 1 gr..... 10.00

Zaner Method Straight Holder, 7½ inches:

1 only.....$ .15 1 doz.....$ .60 ½ gr.....$2.65
½ doz. ..... .40 ¼ gr..... 1.50 1 gr..... 4.80
1 Triangular Straight Holder, 7¼ inches $0.25
1 Correct Holder, hard rubber, 6¾ inches ..... .25
1 Hard Rubber Inkstand ..... .70
1 Good Grip Penpuller ..... .15
1 Inkholder for Lettering ..... .10

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White, and six different colors:

100 postpaid, 30c; 500 express (shipping weight 2 lbs.), $1.00; 1000 express (shipping weight 4 lbs.), $2.00.

Flourished Design Cards:

With space for name. Two different sets of 12 each. Every one different.
1 set, 12 cards.....$ .15 6 sets, 72 cards .....$ .40

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Zanerian 5-lb. Paper (wide and narrow rule):

1 pkg. of 240 sheets by express $1.50

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1 pkg. of 240 sheets by express $2.00

Zanerian Azure (Blue) Paper:

1 pkg. of 240 sheets by express $2.00

Zaner Method No. 9 Paper (⅜-in. rule, 8x10½)

1 pkg. of 500 sheets, not prepaid .....$ .85
100 sheets by mail postpaid ..... .50

Inks

Zanerian India Ink:

1 bottle.....$ .40 1 doz. bottles express.....$4.00
1 bottle Zanerian Gold Ink ..... .25
1 bottle Zanerian White Ink ..... .30

Arnold's Japan Ink:

1 bottle, 4 oz. postpaid .....$ .50
1 pint by express ..... .75
1 quart by express 1.15

Zanerian Ink Powder:

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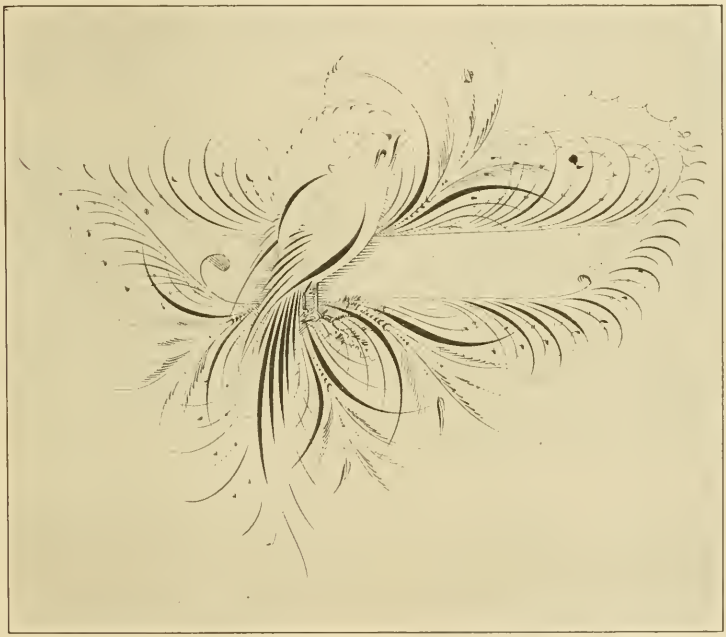
Volume XXXV NOVEMBER, 1929 No. III

THE Business Educator, COLUMBUS, O.

Commercial Education, Penmanship and Engrossing



By one of America's finest living penmen,
Henry P. Behrensmeyer

THE ZANER-BLOSER COMPANY
Columbus, Ohio

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Freeman's Correlated Handwriting Scales

Freeman's Correlated Handwriting Scales for grades 3, 4, 5 and 6 show the standard for each grade, as well as a standard a little above and a standard a little below the average. These Handwriting Scales answer the oft repeated question, "How well should a pupil write in Grade 3?; in Grade 4?, etc." A set of Freeman's Handwriting Scales for grades 3, 4, 5, and 6 will be sent, postpaid, for 50c.

Zaner Method Handwriting Scales

These Scales are issued in three forms, as follows:

Scale 1, for grades 1 and 2.
Scale 3, for grades 3 and 4.
Scale 5, for grammar grades and high school.

These Handwriting Scales were first published in 1915 and are being used quite extensively. The Zaner Handwriting Scales and Standads contain actual handwriting specimens from the various grades, as well as suggestions regarding position, form, movement and speed. A set of these Scales will be sent, postpaid, for 50c.

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Five Scales for grades 2 to 8, printed on heavy cardboard. These Scales are size 6"x8" and contain model specimens of handwriting, as well as samples of typical handwriting for each grade. They also contain suggestions regarding the use of the Scales in each particular grade. The size of these Scales makes them very convenient for use on the pupils' desks, and it is intended that each pupil be supplied with an individual Scale for his grade. A set of these Scales will be sent, postpaid, for 45c.

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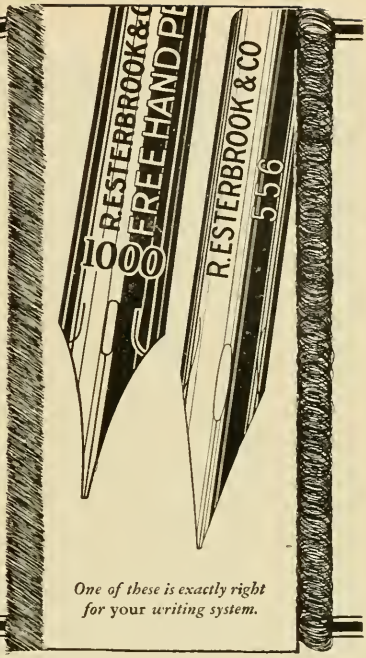

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ZANERIAN OBLIQUE PENHOLDERS

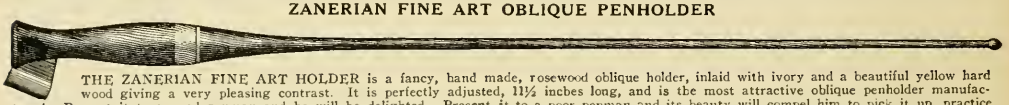
The main idea of the oblique penholder is to assist in making smooth shades. When using a straight holder it is necessary to turn the hand to the left to some extent in order that smooth shades may be made if desired. When using the oblique holder the hand can remain in the usual and more natural position since the pen is held by the holder at the proper angle at which smooth shades can best be made. Of course, it is all right to use the oblique holder in executing unshaded writing, since very smooth lines can be secured, but it is indispensible when executing shaded writing.

There are numerous oblique penholders on the market today, some of which are made by persons who, not being penmen themselves, do not understand the requirements of correct adjustment. It requires more than a wood-turner to produce a good oblique holder. If the adjustment is not correct in an oblique holder, it is practically worthless as an instrument for fine writing, no matter how fine the holder may be otherwise. Many students who enter the Zanerian College (the school of penmanship conducted by The Zaner-Bloser Co.) bring with them ablique holders which are miserably adjusted, and with which they have been laboring at a great disadvantage, not knowing where the trouble lies. It is no wonder that some persons should become discouraged with such instruments.

In purchasing oblique penholders it is undoubtedly safest to secure them from persons who know how to use them most successfully, and therefore know what the proper adjustment is. Of course, inferior holders can be sold for less money than perfect ones, since practically no time is spent in securing the proper adjustment. On each of our holders considerable time is spent on the adjustment by one who thoroughly understands what is best in this particular. Not only this, but we are confident that a careful comparison of our holders with others will reveal the fact that Zanerian holders are also the most perfect in workmanship. We originated and popularized the long oblique holder, and, as was to be expected, it is being imitated.

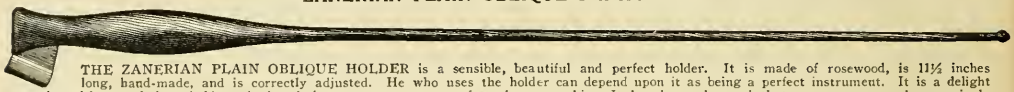
Our oblique holders are all adjusted for ornamental penmanship, and intended to fit the Zanerian Fine Writer or Gillott's Principality No. 1 pen, these two being the same size. If a smaller pen is to be used, such as the Zanerian Ideal, Gillott's 604, or a Spencerian No. 1, anyone can easily contract the pen slot by pressing against it so that it will fit these pens. If one of the long holders should draw slighly crooked, as sometimes happens when wood is turned so long and slender, it can be easily straightened by holding it over a lighted lamp until the wood becomes heated, when, if care is taken, it can be strightened without danger of breaking.

ZANERIAN FINE ART OBLIQUE PENHOLDER



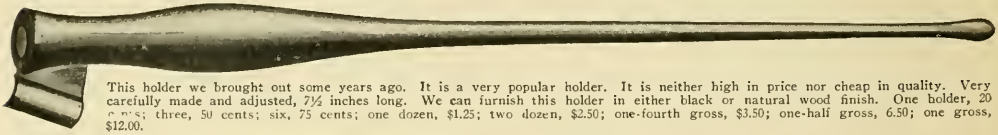
THE ZANERIAN FINE ART HOLDER is a fancy, hand made, rosewood oblique holder, inlaid with ivory and a beautiful yellow hard wood giving a very pleasing contrast. It is perfectly adjusted, 11½ inches long, and is the most attractive oblique penholder manufactured. Present it to a good penman and he will be delighted. Present it to a poor penman and its beauty will compel him to pick it up, practice and improve his writing. The most indifferent pupil will delight in improving his penmanship when he has this holder. Price $1.25. Sent in an appropriate wooden box for 15 cents extra. It makes a handsome present for Christmas or any other time. We also furnish the Zanerian Fine Art Holder but 8 inches in length, although otherwise the same in every particular as the longer holder. Price of the 8-inch holder is $1.00, sent in a woden box for 15 cents extra.

ZANERIAN PLAIN OBLIQUE PENHOLDER



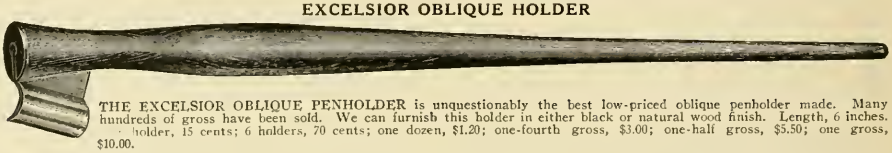
THE ZANERIAN PLAIN OBLIQUE HOLDER is a sensible, beautiful and perfect holder. It is made of rosewood, is 11½ inches long, hand-made, and is correctly adjusted. He who uses the holder can depend upon it as being a perfect instrument. It is a delight to write with one of these holders; in fact it is a great encourager of good penmanship. It has been observed that many persons who seemingly care nothing for good writing soon feel a desire to practice when one of these instruments comes into their possession. The Zanerian Oblique Penholder is the same in size, length, etc., as the Zanerian Fine Art Holder, but not so fancy. Price 75 cents. Sent in a wooden box for 15 cents extra. We can also furnish the Zanerian Plain Oblique Holder but 8 inches in length, although otherwise the same in every particular as the longer holder. Price of the 8-inch is 65 cents. Sent in a wooden box for 15 cents extra.

ZANERIAN EXPERT OBLIQUE HOLDER



This holder we brought out some years ago. It is a very popular holder. It is neither high in price nor cheap in quality. Very carefully made and adjusted, 7½ inches long. We can furnish this holder in either black or natural wood finish. One holder, 20 cents; three, 50 cents; six, 75 cents; one dozen, $1.25; two dozen, $2.50; one-fourth gross, $3.50; one-half gross, 6.50; one gross, $12.00.

EXCELSIOR OBLIQUE HOLDER



THE EXCELSIOR OBLIQUE PENHOLDER is unquestionably the best low-priced oblique penholder made. Many hundreds of gross have been sold. We can furnish this holder in either black or natural wood finish. Length, 6 inches. One holder, 15 cents; 6 holders, 70 cents; one dozen, $1.20; one-fourth gross, $3.00; one-half gross, $5.50; one gross, $10.00.

Write for complete catalog of penmanship supplies

THE ZANER-BLOSER COMPANY

COLUMBUS, OHIO

The Business Educator

Lupfer, 1929.

VOLUME XXXV COLUMBUS, OHIO, NOVEMBER, 1929 No. III

PROMINENT EDUCATOR AND CONTRIBUTOR TO THE B. E. DIES

Carl Marshall, who for so many years has contributed his "Mental Meanderings" to the Business Educator, passed away on October 6th.

He was one of America's foremost educators. His text books on commercial education have been very widely used. His articles in the Business Educator have been thought provoking and written in a fearless, inimitable manner.

Carl Marshall

We studied his text books years ago and at that time idealized him, but as the years rolled by and we became better acquainted with him, our admiration for him as a scholar and as a man grew greater and greater. The more we learned of Carl Marshall, the more we admired and respected him. He was a lover and student of nature and well versed on current events.

The world is far richer for his having lived and served it so nobly, intelligently and freely.

To his bereaved widow and children we extend our sincere sympathy.

We hope to have an article on Mr. Marshall in a later issue.

L. L. WEAVER

Lindley L. Weaver, 64, educator, penman, financier, and public-spirited citizen of Alliance, Ohio, passed away October 2nd, at his home at 1486 South Union Avenue. Even though he had been in poor health all spring, he kept on with his business duties until two weeks ago.

Mr. Weaver was born near East Rochester, January 25, 1865. He attended country school at Green Grove

L. L. Weaver

until 1882. Following this he went to Kansas where he taught for two years. Later he returned to Ohio and took educational work at Damascus Academy, Ohio, Wesleyan and Mount Union College. He was a graduate of the Zanerian College of Columbus, Ohio. After his marriage in 1892 he taught for one year at Ovid, Michigan. He then went to Alliance where he became instructor in art and penmanship in the public schools, which po-

(Continued on Page 28)

A SUCCESSFUL LIVING PENMAN

Back in the early 80's a small German boy approached D. L. Musselman, founder of the Gem City Business College, Quincy, Ill., and ask him if he would teach him to write. Mr. Musselman, who at that time was considered one of the finest penman in the country, smiled at the little fellow and told him to come to his home in the suburbs that night for his first lesson. He probably did not expect the lad

This is Henry P. Behrensmeyer, nationally known penman of Gem City Business College, Quincy, Ill.

to keep his appointment as the night was black and stormy; but the boy, fired with ambition to learn to write a beautiful hand like the master who was to be his instructor, arrived wet and muddy. So Henry P. Behrensmeyer was given his first lesson in the fascinating art of penmanship.

Mr. Behrensmeyer took both business and ornamental penmanship at the Gem City Business College and from the beginning showed very marked

(Continued on page 24)

THE BUSINESS EDUCATOR

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By THE ZANER-BLOSER CO.,
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The BUSINESS EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

Practical Business Writing

By G. C. GREENE

Head of Penmanship Department, Goldey College, Wilmington, Delaware

Send 25c with five of your lessons (one to a page) for criticisms and helpful suggestions.

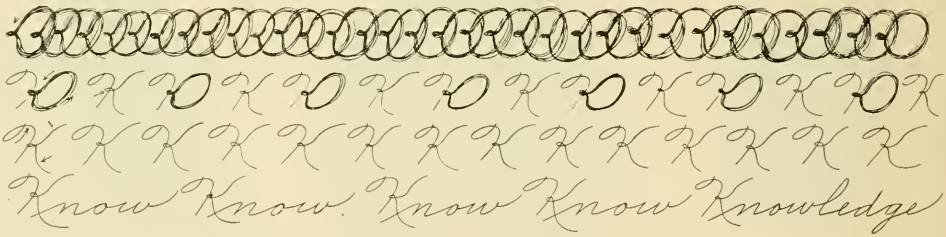
No. 3

LESSON 21

Practice this lesson as instructed in a previous lesson of this kind. This kind of drill will develop even spacing and free movement. Make your work take the same form as the copy. This is also a good review.

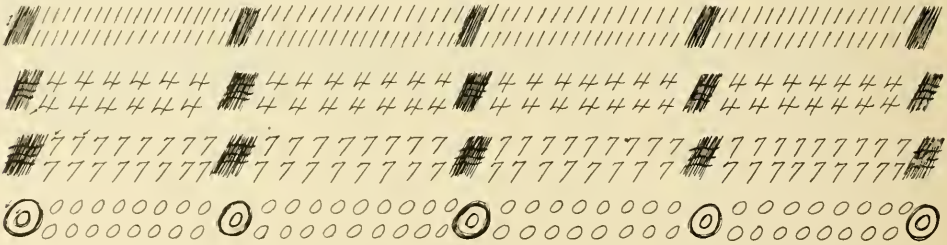
LESSON 22

The first drill in this lesson is the new part of the X. The finishing principle in the K begins with a compound left and right curve forming small loop on the down stroke and finishing with a compound right and left curve. Observe the small arrows. Hook the small loop on the first part of the K at half the height. Be systematic in your practice.



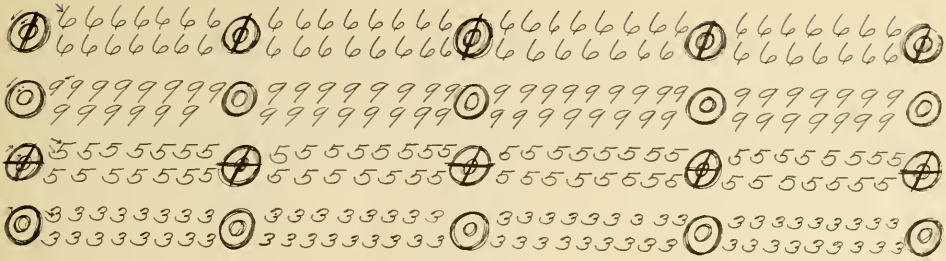
LESSON 23

The next four lessons will give you a complete drill on the figures and symbols. The best results will be obtained by working up your practice work just like the copy. The movement drills will help you in getting an accurate form. Make figures with a light quick stroke. Observe that the 7 comes below the line and is the longest letter in this lesson. Pay close attention to forms.



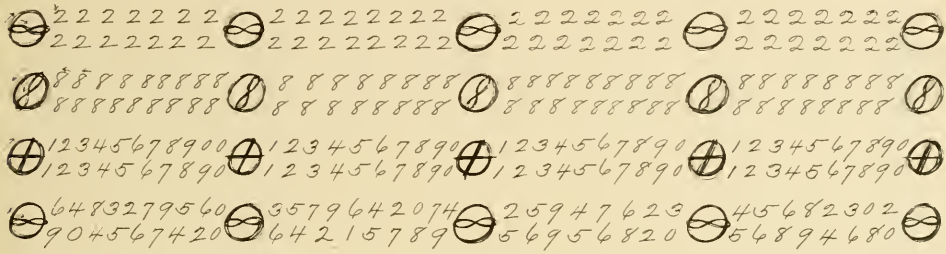
LESSON 24

Observe that the 6 begins higher above the line than any other figure. The first principle of the 9 is made like a. Notice the straight stroke in the 9 comes below base line. See that the 5 and 3 are carefully made so as not to be confused. Strive for a light clear line.



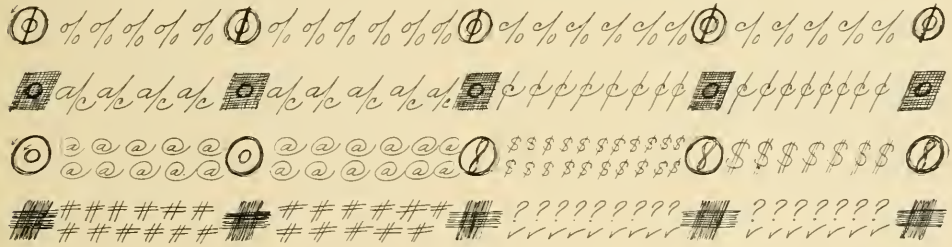
LESSON 25

The 2 is made with or without a loop at base line. Make a good left curve when beginning the 8. Observe the arrows. Practice the last two lines many times always keeping in mind that accuracy and speed in the making of figures are absolutely necessary. Keep the figures small and do not shade the down strokes.



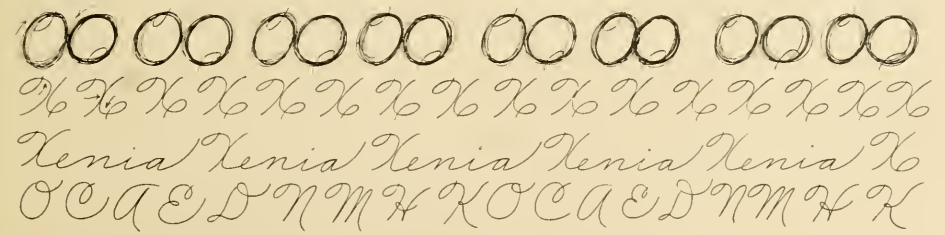
LESSON 26

The characters given in this lesson are very useful. The movement drills will help you in securing accuracy. Use a free easy movement and observe the forms closely. Speed up and get more accomplished.



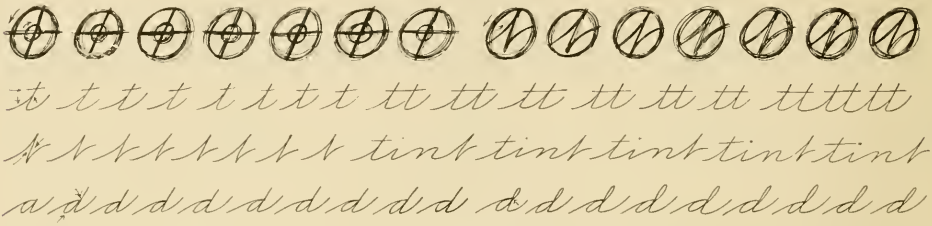
LESSON 27

Start and finish the first line as if you were making an X. The two principles of the X are just alike if made correctly. Reverse your paper and see how the two parts correspond. See that the lines just touch. In this lesson you have a review of all capitals given up to this time. Strive for a good position and a free easy movement of the hand and arm.



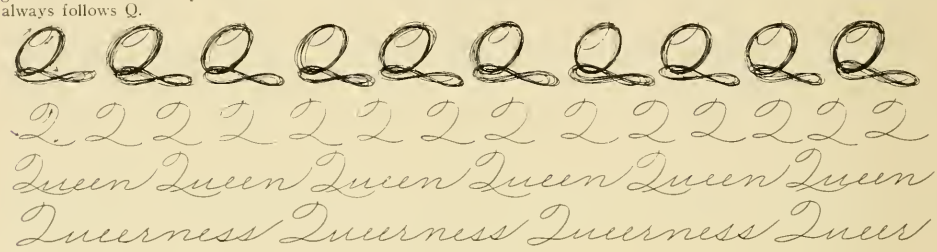
LESSON 28

Make the first drill many times before going further. The t can be made by retracing one-half the height of the letter or by making a right curve one space high, picking up the pen and making a straight down stroke two spaces high. I prefer the latter method. Observe how the final t is made. The d is made without a loop in the middle of a word and usually with a loop at the end of a word. t and are two spaces high.



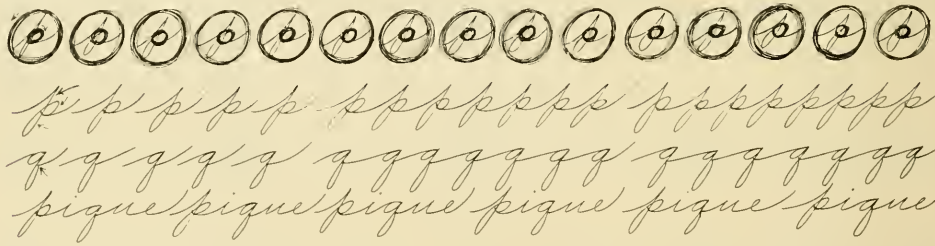
LESSON 29

Make each complete drill for the Q without lifting the pen. See that the main down stroke in the Q has a good curve. Make loop short and finish below base line. Try for accuracy in the last two lines. Observe that u always follows Q.



LESSON 30

Don't forget the drill exercises always come first and should be worked out thoroughly. Make the top of the p sharp and do not fail to extend the p two full spaces above the line. Most people make the p too long below the line and too short above. Observe! See how the new inverted principle of the q is made. Touch down stroke at base line before finishing.



"Contentment is a priceless gift
But discontent is helpful too
I want the first for what I have
The second though for what I do."

For study and imitation by F. B. Courtney of Detroit, Mich.

MODERN HANDWRITING

Correlated With Commercial Subjects

By E. A. LUPFER, Zanerian College of Penmanship, Columbus, Ohio

1 2 3 4 5 6 7 8 9 0

A review in figures. See how neat and legible you can make them.

Distinct turns and angles, as in u and m; retraces and loops, as in t and l; finishes as in v, w and b; endings as in o and a; and shoulder of r and bottom of s are safeguards to and essentials of legibility.

Each letter has its own peculiarities, watch for them.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Make an alphabet, then pick out your weakest letters and practice on them.

After practicing Mr. Green's lessons, you will find these sentences by the Editor beneficial to work on.

O what may man within him hide,
Though angel on the outward side!

Roses have thorns, silver fountains mud;
Clouds and eclipses stain both sun and moon.

Sow good services; sweet remembrances will grow from them.

What we need most is not so much to realize the ideal as to idealize the real

The man who is half trained usually finds that it is the half that he hasn't that is necessary to make a success.

Sentences Containing the Alphabet

John P. Brady gave me a black walnut box of quite a small size.
John quickly extemporized five tow bags.
A quick brown fox jumps over the lazy dog.
J. Gray pack with my box five dozen quills.
Pack with my box five dozen liquor jugs.

Harrisburg, Pa. Sept. 9, 19—

Mr. Carl M. Saunders,
Duncannon, Pa.

Dear Friend:

I am very glad to know by your letter of the 17th that you seriously consider the matter of attending our school. I notice that your "chief drawback" is lack of funds to put you through the entire business course. I do not think you need have any hesitation on that account. By using what money you have judiciously you can get to next graduation that some way is sure to be opened up for you to finish.

Nearly everything depends on making a good start. You are interested and enthusiastic now. You know the old saying about striking while the iron is hot? — this is your time to strike. You will not go wrong by doing so.

I shall be glad to welcome you as a student in our institution.

Very sincerely,

Smith B. Johnston.

See what you can do towards mastering the above letter. The more practice you do, the more progress you will make.

Students' PAGE AND WORK

Parkersburg W. Va.
May 29, 1928

Dear Father and Mother:

I am writing to show you what progress I have made in writing this year.

Your loving son
Morton Kraft

This specimen was written by Morton Kraft, a student in the Parkersburg, W. Va., Public Schools. Mr. Carr, the Supervisor, recently sent us two large packages of specimens from all of the upper grades and Junior High Schools. This is one of the finest lot of specimens so far received from Mr. Carr, who gets excellent results.

He laid it on the table.
He laid it on the table.
He laid it on the table.

The above specimen was written by Jeanette McKenzie, a 4-B student in the Young Street School, Middletown, Ohio, during a contest. She wrote 108 letters per minute. This is a very fine specimen of rapid writing for a fourth grade student. We congratulate Miss Verna Bailey, the Teacher, and Miss Lydia Sheafor, the Supervisor.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p
q r s t u v w x y z 1 2 3 4 5 6 7 8 9 0

This is a specimen of my plain business penmanship such as I acquired by following the lessons in the Business Educator.

Salome Terwillegar

Miss Terwillegar, 352 N. Vine St., Wichita, Kansas, is studying the lessons at home from the Business Educator. We want to congratulate Miss Terwillegar on the skill which she has acquired without a personal instructor.

Technique

Every manual art has a definite technique which must be mastered or success in it can never be attained. Violin playing, golf, even base ball, have standard rules which all those who wish to excel must adhere to, or be relegated to the ranks of the incompetents. If you would achieve success with a pen you will have to learn the rules relating to penmanship, and observe them carefully in all your practice. The slightest deviation from the accepted technique will detract immeasurably from the skill you might attain. Faulty posture, faulty penholding and poor uneven speed have made many a person into a mediocre writer who might have become a real artist with a pen.

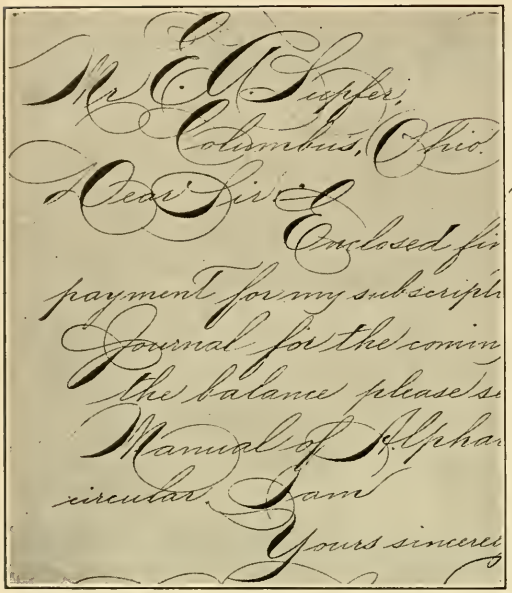
Sit squarely in front of the desk with the feet flat on the floor about a foot apart, bend the body slightly at the hips so that the edge of the desk is about three inches from the body. Keep the right elbow a half inch off the desk. The left elbow may be on the desk if you prefer it that way.

A good oblique penholder is essential. It should be carefully adjusted by a competent workman or a good writer, so that the penpoints will be fairly on the paper, and so prevent scratching. Keep the metal part pointing about 45° from the horizontal.

Use a good grade of paper, not too smooth nor too rough; one that the pen will adhere to, and enable you to "feel", and develop a nice even touch.

Use only the best penpoints. Take good care of them and they will last a long time. Throw them away when they commence to scratch.

The third of a series of ten beautiful pages by J. J. Bailey, High School of Commerce, Toronto, Ont., Canada.



A very beautifully written ornamental letter was received from Bro. Seraphin Silva, Old Mission, Santa Barbara, Calif. We are above showing a section of this letter. Notice how uniform and accurate the small letters are formed. The shades are very bold on the capitals and beautiful.

Commercial Script by J. H. Moody, 324 Bruant Bldg., Kansas City, Mo.

By F. A. Krupp, Austin, Minn.

Mr. James D. Todd of Salt Lake City, Utah, has given us in the above a very beautiful, usable ornamental alphabet. We consider this a well balanced alpbabet. It is very practical and beautiful.

Gordon Brown

East Junior School
8th Grade

Prepared by Gordon Brown, a student in the East Jr. High School, Sioux City, Iowa. Miss Helen Nord, teacher.

Mr. Earl F. Calcutt of Woonsocket, R. I., last year with the Chicago Business College, is now teaching in the High School at Central Falls, R. I.

Miss Desma Renner is a new commercial teacher in the Virginia, Minn., High School.

Miss Annie Butler of Norfolk, Va., is a new commercial teacher in the High School at Bristol, Va.

Miss Mae Henning of Lakota, N. D., is now teaching commercial subjects in the Carrington, N. D., High School.

Miss Mary Yocum is a new commercial teacher in the Correctionville, Iowa, High School.

Mrs. Eleanor A. Spaulding of Peru, N. Y., is the new Head of the Commercial Department in the Franklin Township High School, Murraysville, Pa.

Miss Harriet C. Peterson of Brookings, S. D., is now teaching in the Manistique, Mich., High School.

"One ship sails East and another West
With the selfsame winds that blow
'Tis the set of the sails and not the gales
That determines the way they go."

This easy, free script is from the pen of James T. Maher, Marion, Ind., Business College.

Covington, Ky.
May 1, 1929

Mr. Andrew Collins, Principal,
Carlisle Junior High School,

Dear Mr. Collins:

I have completed the general course in handwriting and believe I have reached the stanard in writing for the junior high school I am submitting my final test and hope you will find it satisfactory.

Yours very truly,
Roland Hill

This was written by Roland Hill, a student of Seddie H. Grunkemyer, Covington, Ky. The writing speaks for itself. We congratulate Miss Grunkemyet on the fine results she is securing.

PUBLIC SCHOOL HANDWRITING

By FRANK H. ARNOLD, Supervisor of Writing
Spokane, Washington

TACT IN SUPERVISION

A supervisor must have a considerable amount of tact, if his work is to be at all successful. He must deal with many teachers with different temperaments, and must know how to cooperate with principals. Problems often arise that may cause friction, if the supervisor is not tactful.

I do not admire a man who has no opinions of his own that he will defend with determination. I have little use for the fellow that "slaps everyone on the back," so to speak. I certainly have the utmost contempt for the schoolman that is a "backslapper", and for the conditions that make possible the promotion of such people. When I speak about tact, I have no reference whatever to fawning, flattery, or school bunk of any sort. Let me explain by a concrete example just what I mean.

Not long ago a supervisor of writing had this problem to meet: a prominent family moved into her city from a rather large Eastern metropolis. In this Eastern city print writing is taught, and the children of the family mentioned had been taught to print. The head of the family, a prominent church bishop, informed the principal of the grade school that he was very much opposed to having his children taught a muscular movement system of writing; that he desired his children to be allowed to continue to print. The principal knew, of course, that these children could not receive any class instruction in print writing. She knew, too, that the two children of the bishop—for there were only two—would be the only ones in the school that would use print writing. She was puzzled to know what to do. The good bishop had told her in language that could not be misunderstood that he was bitterly opposed to having his children change their style of handwriting. He would not argue the matter at all. The principal did not want to antagonize the prominent clergyman, but she could not see how the teacher could help these children with their writing problems.

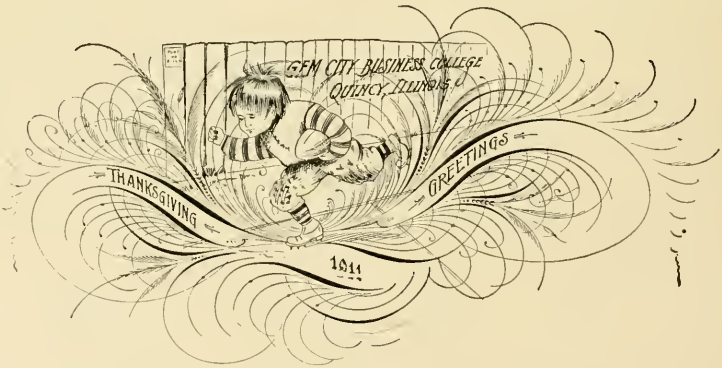
The problem would not have been so difficult, if one of the children had not been so young. The young pupil was only in the second grade. The principal finally decided to let the supervisor of writing settle the matter. Well, how do you suppose the poor supervisor settled it? The supervisor told the principal this: "In my opinion, this second grade child should learn to write the system that we are teaching here. The pupil will be handicapped, so far as receiving any instruction is concerned, if she is allowed to continue to print. It would be very easy for her to change her style of printing. But rather than to have the father antagonistic and unhappy about the matter, let the child print. The father must assume the responsibility for his child's progress. The school will make the best of the situation. Our teachers are not trained to teach print writing, and they cannot be expected to give efficient instruction in something they know nothing about. Tell the father that, and then let him have his way."

Maybe all of my readers will not believe that the supervisor was tactful in dealing with this situation. I do. You can get no place in dealing with a child where the parent is so antogonistic to your point of view. You can be stubborn, of course, and probably compel the child to do the kind of writing that you think he ought to do, but in the long run you will not gain anything worth while. It does not pay to stand up and fight in a matter of this kind. There is no great principle at stake. Your work will not be disorganized merely because one pupil in the city is not receiving the instruction that you know she should get.

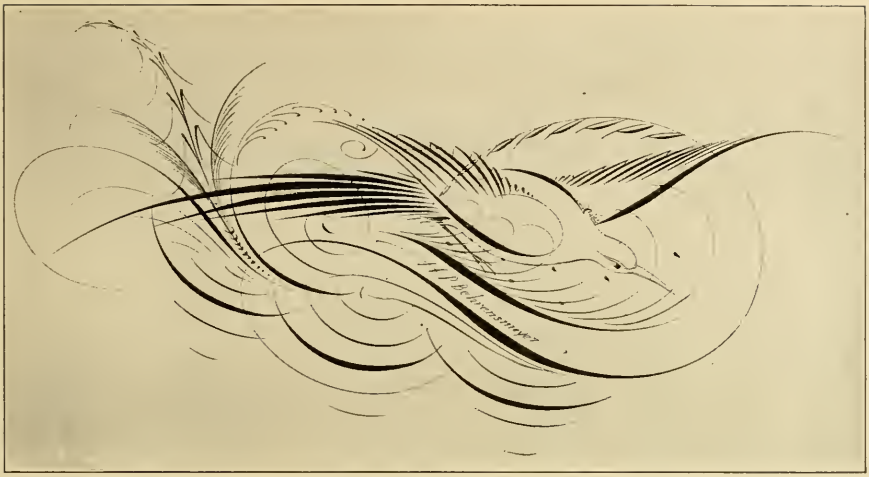
In the foregoing paragraphs I have dealt with the antagonistic parent. I now desire to consider a certain type of teacher that the supervisor must handle in some way. I want to write particularly about the teacher who cannot stand constructive criticism.

I have in mind a few teachers who have been teaching many, many years. They are almost too old to change their methods. They are going to be retained by the school system because of their past records. The supervisor has nothing at all to do with their retention and must make the most of the situation. Well, the supervisor has a hard job, and any constructive criticism that he may give must be given in a tactful way. He must find a number of things about the teacher's work to commend, and he must commend quite often before he suggests changes. By taking a little time and by being extra careful the supervisor may be able to secure the cooperation of some of the old timers who are "sot" in their ways.

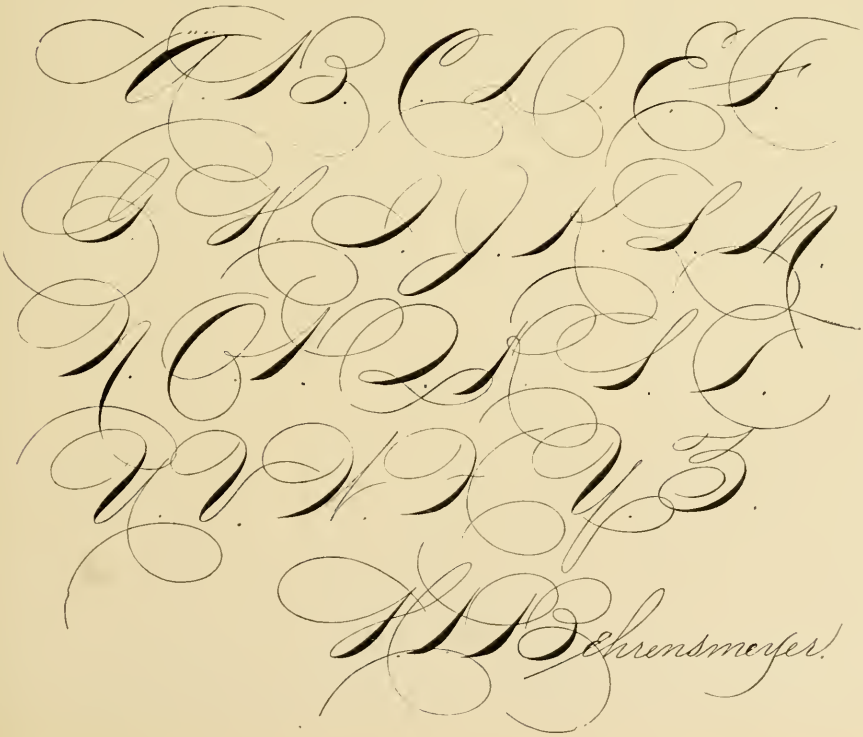
I have met some teachers in my supervisor work that I cannot help at all by direct suggestions. My only recourse is to take a class quite often and do the things that ought to be done. Now and then the observing teacher will get the points I desire her to get and will gradually change her ways. You can teach by example in some cases when you can do nothing by preaching, so to s peak.



A touchdown by H. P. Behrensmeyer.



A typical Behrensmeyer flourish—How magnificent!



THANKSGIVING

By C. R. McCANN, McCann School of Business, Hazleton, Pa.

Before long everybody will be talking about Thanksgiving. To some it means Turkey, Football game and a good time but to others it may not mean so much.

I was interested in the start of this Thanksgiving and so delved a little on my own hook and found some things that were interesting to me.

In England there was a band of persons who called themselves Puritans and wishing to worship God according to the dictates of their own conscience they imigrated to the New World. James I of England gave them a Land Grant and September 16, 1920, they sailed away. November 19, they sighted land off the coast of Cape Cod. Two days later they landed and fell upon their knees to thank God for His mercy in delivering them from the perils of the sea. The voyage had been rough and some of the members had been washed overboard. This is the first recorded Thanksgiving ever held in America—November 21, 1620.

Exploring parties made frequent trips along the coast before the Mayflower sailed back to England with the result that the Pilgrims finally landed on Plymouth Rock, December 21, 1620. It was a good sheltered harbor and the soil seemed fertile.

They spent the winter getting houses built but when Spring came fifty-three of their number had died and were buried in the soil of the New World. However, they did not stop but kept plugging right ahead—people with a definite purpose have the happy faculty of just plugging ahead—and plug all the harder when reverses seem to be most numerous.

When friends came over in the Spring to join them they all stuck to the rugged Plymouth Rock—they did not give up and go back to the land where they had life easier. Instead they planted their fields and God rewarded them by furnishing them with crops that were beyond all expectation. As this was a religious crowd of persons, they thought that they should offer up to God their thanks for His wondrous work. Accordingly, they invited the Indians and a big Thanksgiving was enjoyed by everybody. The Indians and Pilgrims made a promise to be friendly and enjoy friendship. The Indians wondered at the praying of the Pilgrims and when they saw that God had answered their prayers with a huge crop they believed in the White Man's God.

As is the case in nearly all undertakings there is some one who looks for his own personal gain to the expense of all others. There were some Englishmen who were not far away. The Indians did not like their attitude because they were so different from the Pilgrims. It was not long before a person had to take his gun with him wherever he went. People could not be trusted. We still have a few gun toters today. If a person must carry a gun, he cannot be trusted very far. Guns are not carried in the very best of society today.

Miles Standish was elected Captain of their little band and when he went to make peace with the Big Chief, Miles found him in bed sick and about to die. A big commotion was in progress because the Medicine Men were chasing the spirits away from their Chief. Miles applied a few Home Remedies and before long the Big Chief had recovered. He was very grateful and promised that he would be true to the Pilgrims as long as he lived. He kept his promise, too. Most Indians keep their promises better than most white people.

These Thanksgivings were often repeated during the century that followed. When Washington became General and things were not going too well with the Colonists in their battle of Independence, Washington could be found often thanking God for what He had done for the cause of freedom. In 1789 Washington caused a proclamation to be issued with a celebration. Madison recommended it in 1815 but it remained for Abraham Lincoln to make it a yearly occurence. In 1863 it was decreed that the last Thursday of each November should be the National Holiday—Thanksgiving. And so at this time each year the President issues a proclamation.

It was not always a bed of roses for the Pilgrims because some of those who came over from England did not have the same ideas concerning certain things as they and before long trouble was in the air. John Winthrop, a fine man and a high type of gentleman, became their governor.

About this time Boston was founded and settlements sprang up all around the region. The right to participate in the management of the colony depended upon membership in the Church of the Pilgrims. Some objected to this but as the Puritans held the Charter—they held the power.

Roger Williams was a young fellow who liked to air his thoughts and especially on the outside. In fact, he talked too forcefully and thinking that he was about to become too powerful, he was asked to pack up his baggage and move. He went to Rhode Island and founded Providence. Perhaps that is one of the reasons Rhode Island has always been our smallest state in the Union. The founder was too talkative. Persons who talk too much as a rule never do very much actual work. Nevertheless, it is true, too, that we must have some talkers but those who like to hear themselves talk never get far in life. There are Roger Williams' today and I suppose there will be ancestors of his tomorrow. When they got rid of him it was another cause for a holiday or Thanksgiving.

Anne Hutchinson next appeared and spoke her little piece. She spoke up for the women. Just to think—a woman who dared to express her views and especially upon a religious question—that was for the men. She was possessed of the evil. However, she was an ardent speaker and before long she, too, was getting too powerful and it was decided that she should go the way Williams went. And another Thanksgiving Day was celebrated when she was chased out of the Colony.

Next came another sect called Quakers who began preaching their doctrine of what they thought was the "inner light" and shortly they were sent on their way. However, some dared to return and were treated to a "necking party" for their preseverance to their cause.

It has always looked a trifle funny to me. These Pilgrims wanted religious liberty according to the dictates of their own conscience but when the other fellow wanted his way, he had a hole pushed through his tongue with a red-hot poker, or a rope for a necktie. But those days are over for the most part. People don't worry so much over how much the other fellow worships unless he starts some new cult which we think is derogatory to our morals. There have always been "nuts" and there always will be "nuts" I suppose on this question but we should thank God that we are alive and healthy and not bother so much about the other fellow. I think we have enough to do to take care of ourselves and we will have plenty to do.

I suppose that is the reason why so many people like to trace their ancestry back to the Mayflower. Perhaps some of the sires on that ship could not pass muster in this day and age. It, also, follows that some sire may have done something wonderful but it does not follow that the son is worthy of the sire and we do not have to go back to Back Bay families to find that out either. For this some are thankful and another Thanksgiving Day is celebrated.

These hardy pioneers were a wonderful race. It might be a good thing for us to offer up thanks that they existed. We have things pretty easy in this century when we look back and see how the pioneers suffered. Are we doing anything to pass on to the next generation? What heritage have we to offer the next age? We all live through sacrifice and hardship. I suppose that is the order of things. It is too bad that so many are neglecting the things for which these martyrs fought and died so that we might enjoy the blessings which are for those who believe in Him.

Every day should be a Thanksgiving Day with us all.

MENTAL MEANDERINGS

By CARL MARSHALL, Route 1, Box 32, Tujunga, California.

Mental Health And Efficiency

We hear a great deal (and probably not too much) about bodily health and fitness. In practically all American school, both public and private, physical culture, athletics, and athletic games and sports are strongly stressed. In most schools, whether primary, secondary or collegiate, such training is now compulsory, and in many, the athletic features of the school get a lot more publicity, than the academic. Judging by the periodicals that are now issued by most high schools and colleges, the doings in the stadia and athletic fields are deemed of much more interest than what goes on in the class rooms. A good many serious people are beginning to ask themselves whether we are not overdoing this idea of physical training, giving it too much stage-space in the educational show.

It will have to be admitted, of course, that for the average boy or girl, there is a lot more fun in athletics than in study, but we are hardly ready to allow our riotous youth to decide that having a good time is the main purpose in going to school? To me, it seems that there are quite a lot of schools, in which this surrender has already been made.

But granting that there is sound reason behind the old Roman slogan: **"Mens sana in corpore sana"**, may it not be true that sound minds are at least as important as sound bodies? Why is it that we hear so much about the importance of bodily health and so little about mental health? Everyday experience teaches all of us that a great many weak, sickly or silly minds exist in perfectly sound bodies. And it is equally true, that many of the world's wisest men and greatest geniuses managed to function in frail and sickly bodies. Physical health, on the other hand, is no insurance of a strong and healthy mind. The problems of mental health and physical health are distinctly different, and do not rest on the same scientific basis, and, in fact, are not nearly so closely related as has been generally supposed. Also, it is time that we gave more attention to mental health and efficiency, as a part from bodily health and efficiency. There is a mental as well as a physical "athletics" and the development of a wholesome, robust and dependable mind, is at least as important in education as the development of the most perfect human body.

I think there is a crying need for a practical, common sense book on mental hygiene, written by a writer whose mind has not been too deeply enmeshed in the tweedledee and tweedledum intricacies of psychology. We already have enough and too many books on the complex and largely metaphysical functioning of the human mind. What is needed is a plainly written book on the principles of mental health and training, that would be as easily understandable, by the average boy or girl, as are the many good books on physical culture.

Young people who have never thought much about the matter, misuse their minds in diverse ways. Our youth are surrounded by many tempting forms of mental dissipation that they should be taught to avoid. There are as many ways for training our minds to be strong and wholesome and efficient, as there are devices in a good gymnasium, for improving and developing the body. When these things are better understood and practiced, we shall not have so many boys and girls wasting their time and weakening their minds with silly emotional books, or dissipating their morals and emotions at erotic shows, and necking parties, that bring their minds down to the level of the monkey cage.

BY-WAY COMMENTS

In my ramblings here and there among my books and magazines and neighbors, I am often confronted with certain thought-provoking matters, not of enough importance themselves, for a lengthy Meandering, yet quite worthy of brief attention. It has occurred to me that if I can make these little thoughts short and snappy, and each with something worth thinking about, my family of Educator readers might like them. So here goes for the first try-out. If they fail to "pan out" as our California placer miners would say, it will be easy to pass them up for better paying gravel. THE MEANDERER.

Penalizing The Offender

Our cousins, the Johnny Bulls, are trying something new in the job of lessening the drink evil. An important feature of the new plan is to make the rum googler himself responsible for his guzzling delinquencies instead of finding a "goat" for him in the person of his boon companions or the barkeeper. When the offender faces the judge, the latter is not interested in a line of teary excuses, but promptly gives him a job on the rock-pile where he will have leisure to compare his tippling joys with their penalties. The plan seems to work, as, last year, there was a reduction of nearly twenty per cent in the number of drunks in the United Kingdom.—55,642 in 1927 against but 46,117 in 1928. That's a good start.

There are two kinds of people who make themselves nuisances with drink, —those who can't help it, and those who can, but won't, the latter much more numerous than the former. The one class should be in a hospital, the other in jail. There is an appealing common sense in the British plan, as it tends to teach the drunken roysterer that he must keep himself in bounds or take the consequences. Maybe in time, he will get it into his thick head that it is better for him to cut out the stuff entirely.

Sought The Exit

Down in an obscure corner of this morning's paper, my eye happened to fall on the printed setting of this little tragedy. The occurrence was so commonplace that the editorial news —weigher did not even give the item front-page position. A young girl, just turned eighteen, educated, handsome, smartly clad, and a member of a socially prominent family, was found bowed across the table in the rest-room of a popular down-town hotel. On the table stood a half-emptied vial of a deadly drug, and beneath her cold and waxen cheek lay a rumpled note scribbled on a piece of paper. The note read: "Nothing wrong; just tired of life, that's all. Forgive me everybody."

The paper further stated that the girl lived in a sumptuous home with all the comforts and luxuries. She moved in a lively set, but neither she nor her associates were known to be dissipated or unmoral. Yet she was so bored with life that she decided to quit the game. I found myself wondering whether life could not have been made so interesting for this girl that she would not have wanted to fling it away. Suppose some wise friend could have persuaded her to chuck the card parties, talkie shows, and cigarettes, and boy friends," with their cocktails and hip flasks and all the rest of it, and led her out into the fields and woods, and along the river banks and lake shores, where she could have watched the birds and their housekeeping, and learned to know the flowers, and trees and butterflies, and see and enjoy the busy work of the farms, and the healthful ways of those who toil. Perhaps the poor thing grew tired of life because she had not really known life.

We have some of Mr. Marshall's "Meanderings" which will appear later. We also hope to secure an article on the life and work of Mr. Marshall who died October 6, 1929. See notice on page 7.

—The Editor.

Herman E. Schreiber, formerly with the Heffley School, Brooklyn, New Jersey, is now teaching commercial subjects in Senior High School, Long Branch, New Jersey.

Crimson and Gold is the title of one of the finest class annuals we have ever received.

It is published by the students of **Ferris Institute,** Big Rapids, Mich. It contains photographs of faculty and students, pictures of the institution, athletic events, cartoons and literary work from the student body.

It is a fine representation of that grand old institution which was established by Mr. Ferris many years ago.

A WORD FROM THE PRESIDENT OF THE N. A. P. T. S.

The National Association of Penmanship Teachers and Supervisors is looking forward to the best year in its history. The year 1930 should be an outstanding one because it has an enrollment of almost a thousand members as a foundation upon which to build. Besides this, it has the enthusiasm and interest of the large attendance at the Buffalo meeting as a nucleus for the one at Detroit.

The penmanship teachers of the country had been faithfully teaching handwriting and even then results had not been commensurate with the energy and the time expended. They then decided that they should pool their efforts and learn from each other what ideals, attitudes, and appreciations were necessary to the pupil in addition to the habits of posture, movement, speed, and form which they were so conscientiously teaching. The result of this decision was the organization of the N. A. P. T. S. The first meeting was held in St. Louis, Missouri, in 1913.

The organization has for its aim the improvement of the penmanship product of the schools by helping supervisors and teachers to a better understanding of the most effective and most efficient methods of instruction. This means that the numerous problems of materials, time allotment, lesson procedure, carry-over, tests, measurement, standards, teacher-training, etc., in addition to a complete understanding of the physiology and psychology of the field have been the subject of study by the organization. At the 1930 meeting in Detroit, April 9, 10, and 11, the theme will be "Fitting Penmanship into the New Curriculum." The subjects to be discussed will be testing and measuring, scientific methods of teaching, and course of study construction. These will be discussed by experts in each field. The discussions will be supplemented by studies of research committees of the N. A. P. T. S. These studies are now being conducted in the schools of the nation and the reports will be read in brief at the Detroit meeting. The reports in detail will be printed in the 1930 Yearbook. A description of the work of these committees and the names of the members will appear in a later issue.

Much has been written on the modern trends in education. Instead of putting the emphasis on intellect and knowledge, the modern school puts emphasis on behavior and growth. The old order aimed to develop the special faculties and organized courses of study accordingly. The modern idea aims to improve character and to develop the individual as a whole. The old school was a subject-centered school, the new school is a child-centered school. The old scheme dealt with pupils as the school thought they should be. The modern scheme begins where the pupils are and leads them as far as they can go.

The old order in penmanship was a beautiful script, slowly and painstakingly executed, and artistic in finish. It was a penmanship with the emphasis on results. The new order in penmanship aims for legibility, speed, ease, and endurance. The modern penmanship teacher takes into account the nature of the child and has the child study process as well as product Time for practice, energy, general health, saving of eyesight, and a product for a changing order of education and a changing adult life are all factors that need the attention and study of the penmanship teacher.

The fact that typewriters are much in general use does not signify that handwriting is less important; it merely accounts for more records, letters, advertisements, and other printed matter, being poured into the homes by business. Even half-hearted observation of the morning mail will reveal this fact.

When all is said and done penmanship is important to the pupil in school. It is a tool for which no one has found a substitute. The tentative course of study in handwriting in secondary schools for the state of Pennsylvania says: "Since it has been definitely proven that teachers' marks on English papers are raised by good writing and lowered by poor writing, it is the duty of every teacher to exact the best in handwriting quality 'from each pupil." (See H. W. James, "The Effect of Handwriting on Grading," the English Journal, Vol. 16, 1927, pp. 181-185, and E. N. Shepherd, "The Effect of the Quality of Penmanship on Grades," the Journal of Educational Research, February, 1929, Vol. XIX, No. 2, pp. 102-105.) It surely does not seem fair to allow pupils to go through junior high school, senior high school, and college and be penalized constantly because of the poor quality of handwriting accepted from them. Yet, it is being done every day and school administrators and teachers are decrying the wretched writing, but they are doing very little to improve it.

It is the avowed duty of the N. A. P. T. S. to aid superintendents, principals, supervisors, and teachers improve the handwriting of the pupils in their respective schools. To this end the proceedings are printed each year and are available to anyone interested. The enrollment fee of $1.00 for teachers, principals, and superintendents and $2.00 for penmanship supervisors entitles the members to a copy of the Yearbook. Additional copies are available to members at a small cost.

The officers for 1930 are:

President—John G. Kirk, Philadelphia, Pennsylvania.

First Vice-President—Clara Emens, Buffalo, New York.

Second Vice-President—Zelia Rudisill, Memphis, Tennessee.

Secretary—Lillian Bushman, Burlington, Wisconsin.

Treasurer—Myrta L. Ely, St. Paul, Minnesota.

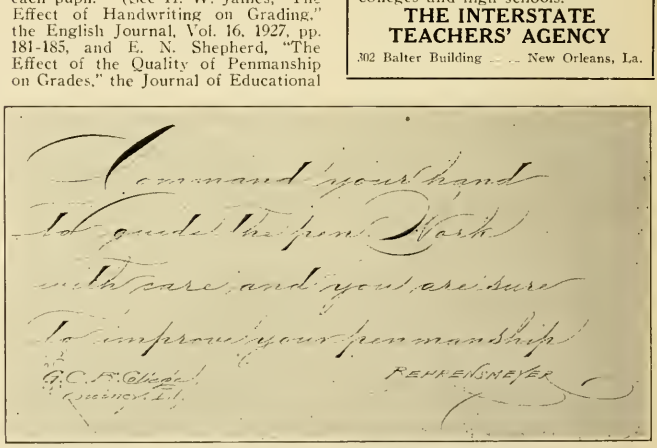
Real School For Sale

in Pennsylvania. Receipts last year more than $30,000.00. Excellent equipment, fine location. Attendance in day school now 125 and nearly all high school graduates. Price $15,000.00. Owner has other interests. Address "Eureka," care Business Educator, Columbus, Ohio.

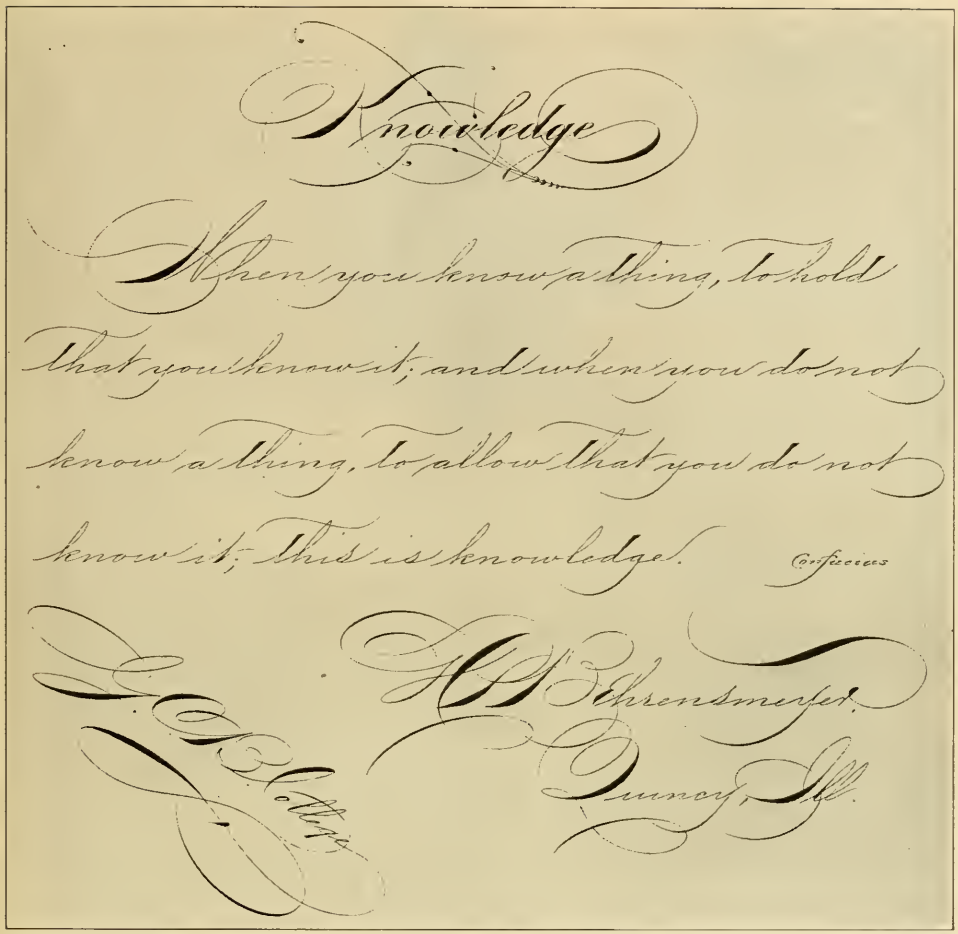
WANTED—Commercial teachers with degrees and experience for colleges and high schools.

THE INTERSTATE TEACHERS' AGENCY

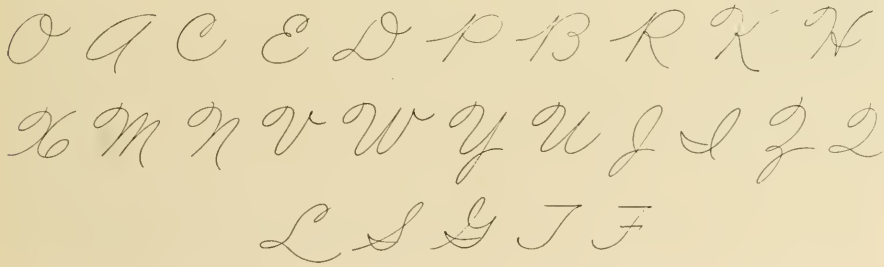
302 Balter Building — New Orleans, La.



The Business Educator is ever on the lookout for the best to present to its readers. We hope you like Mr. Behrensmeyer's work in this issue.



We have more of Mr. Behrensmeyer's work which we hope to run in the Business Educator soon.



This alphabet, arranged according to formation of letters, was written by C. Spencer Chambers, Supervisor of Writing, Syracuse, N. Y.

A SUCCESSFUL PENMAN

(Continued from page 7)

ability. In 1885, at the age of 17, he was employed as an office boy in the college office to take care of the mail and to write penmanship specimens for advertising. He was afterwards advertised as the Boy Penmanship Wonder. His skill even at that time was very unusual.

At the time Behrensmeyer was doing this, Mr. Musselman was employing that master penman, Fielding Scofield, who was without question one of the foremost penman of his time. He took a liking to Henry and would work with him far into the night perfecting his technique so that when quite young, Henry Behrensmeyer was recognized as being the finished result of the teaching of two outstanding penmen, each a master of distinct technique in penmanship.

In 1890 Mr. Scofield severed his connection with Gem City Business College, and Mr. Behrensmeyer was placed in charge of the penmanship department. He has been in charge of the department since that time, 44 years in all. That is a long time for a man to remain in one position, but most unusual is the fact that because of careful living and habits Mr. Behrensmeyer still retains that most remarkable skill and control which only steady nerves can produce.

Mr. Behrensmeyer in this photo is tuning up to make one of his matchless birds.

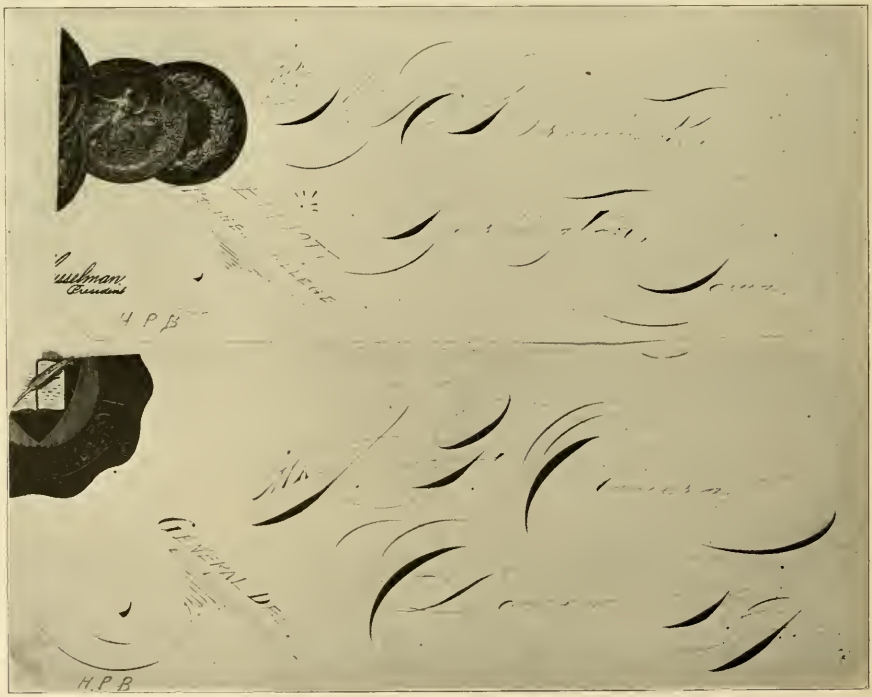
We consider Mr. Behrensmeyer one of the most skillful penman in the penmanship profession and it is a pleasure to know that he has been very successful in business. He is a part owner in one of Quincy's popular hotels, owns a very large and prosperous potato farm in Idaho, and has oil and steel interests which are very profitable.

He has one daughter, Mrs. Wayne Johnson of Ogden, Utah. Mr. Behrensmeyer is a member of the Order of Knight's Templar, a member of the Shrine, belonging to the Medina Temple of Chicago, and is a thirty-second degree Mason. He is a member of the Benevolent Protective Order of Elks and is a member of the Salem Evangelical Church. He is prominent in both social and business circles.

When he is not spending his time engrossing or teaching some young fellow to write, he seems to enjoy hunting, fishing, and trap shooting more than any other sport. He is considered one of the best trap and field shots in the Mississippi Valley. He spends his vacations in Montana and Idaho fishing for trout, and although he is a keen sportsman and is a clever nimrod, it is said that his fishing and hunting stories would do justice to the worthy Munchhausen.

Mr. Behrensmeyer is a likable, whole-souled chap with a friendly smile and handclasp for everyone, and has a good story now and then.

For more than half a century Gem City Business College has ranked as one of the prominent business colleges. This, we believe, is due partly to the fact that they have constantly promoted fine penmanship. We wish Mr. Behrensmeyer and the good men back of the Gem City Business College many years of prosperity and success.



Few penmen have sent out more beautifully addressed envelopes than H. P. Behrensmeyer, and few have used ornamental penmanship so effectively in advertising.

"The C. C. C. Messenger" published by the Capital City Commercial College, Charleston, W. Va., has been received. It is a very attractive little circular showing schoolroom scenes, equipment and former students. It shows the school is in a very prosperous condition.

Mr. and Mrs. Garand Willoughby announce the marriage of their sister, Merry Elizabeth Dobson, to Mr. Vivian Jepson Gillespie, on Thursday morning, September 26, 1929, in Bowling Green, Kentucky. At home after October 1, 1265 Chestnut Street.

POLICE OFFICER IS HONORED

"Police Officer Arthur McIsaac Wins Award of Postal Authorities.

Police Officer Arthur McIsaac, a penman of outstanding ability, has been honored by the Post Office Department. Mr. McIsaac was one of many who submitted to the post office authorities an addressed envelope to be used by the department as an example of how an envelope should be addressed. Word has been received that his handiwork was selected as being the best contributed."

The above appeared in the Halifax, N. S., paper.

Mr. McIsaac swings a pen as skillfully as he does a Billy Club. We have received some very beautifully written cards from him.

Mr. W. L. Gross, Bellingham, Washington, has now been appointed as a north-western representative for The Gregg Publishing Company.

FREE with one dozen Hand Written Cards, the secret how to read messages in sealed envelopes without breaking the seal.
Cards 25c Per Dozen
E. L. BLYSTONE
ARDARA, PA.

The "MASTER" Oblique Penholder
The "Master" Oblique Penholder is one of the finest obliques in the world—designed for all-round writing purposes—it stands at the very head, a leader in penholder equipment. Prices in effect September 1, 1929, follow: 1 penholder (inlaid fancy), 75c; 2 for $1.25; $6.00 a dozen. Postage prepaid anywhere. Circulars FREE. F. L. Tower, 601 Pleasant Street, Hammonton, N. J.

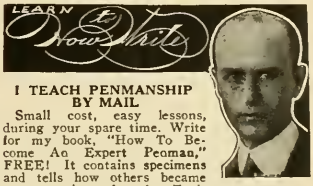
SCHOOL NEWS
An Educational Journal of Real Merit
Regular Departments
PENMANSHIP ARITMETIC CIVICS
GEOGRAPHY NATURE-STUDY
PEDAGOGY PRIMARY CONSTRUCTION
HISTORY MANY OTHERS
Price $1.50 per year Sample on request
PARKER PUBLISHING CO.,
Taylorville, Ill.

Henry P. Behrensmeyer at work.

Mr. J. Murray Hill, Vice President of Bowling Green Business University, was elected Governor of the Kentucky Rotarians. There are fifty clubs over which Mr. Hill will have supervision.

It is a pleasure for us to congratulate Mr. Hill on his new position for we know from previous experience with Mr. Hill that he is a very capable man and the Kentucky Rotarians will probably be ahead of their state slogan, "Kentucky for Progress."

LEARN AT HOME DURING SPARE TIME
Write for book, "How to Become a Good Penman," and beautiful specimens. FREE. Your name on card if you enclose stamp. F. W. TAMBLYN, 406 Ridge Bldg., Kansas City, Mo.



I TEACH PENMANSHIP BY MAIL
Small cost, easy lessons, during your spare time. Write for my book, "How To Become An Expert Penman," FREE! It contains specimens and tells how others became expert writers by the Tevis Method. Your name will be elegantly written on a card if you enclose stamp to pay postage. Write today!
T. M. TEVIS. Box 25-C, Chillicothe, Mo.

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of Resolutions, Memorials, Testimonials. In Book Form or Form to Frame
Illuminating a Specialty
Diplomas Lithographed and Filled
E. H. McGHEE
143 East State Street Trenton, New Jersey

This photograph shows the cover of a very fine resolution prepared by D. Beauchamp, Los Angeles, Calif. The inside was prepared in colors on parchment. The cover fits inside a box or outer book. It is made of fine grain, round pin seal. The shield in the center of the cover is in solid gold with the name engraved and real diamonds in each initial and on top and bottom of the shield.

The sketch of the shield and lettering was made by Mr. Beauchamp. We regret that it was impossible for us to reproduce the inside pages, otherwise we would have passed them on to our readers to enjoy.

The Value of Large Writing for Beginners in the Elementary Schools

By

E. W. Bloser

(This is the fourth of a series of articles prepared by Mr. Bloser in 1928, on the Value of Large Writing for Beginners in the Elementary Schools.)

The commercial school method of teaching penmanship to children in the first and second grades has failed.

Board work in the first grade, large pencil work with arm slightly off the desk in the second grade bring about good form and movement and lay a strong foundation for future grade work.

The real evolution method in writing through the grades is a success and we shall never turn back to the rapidly disappearing method of the adult way for the child.

Supervisor of Handwriting — C. S. Chambers,
Public Schools — Syracuse, N. Y.

Dr. Joseph S. Taylor on page 32 of his work, Supervising and Teaching of Handwriting, in treating of movement refers to two prominent supervisors as follows:

In this connection we may refer to the innovations of Mr. Harry Houston, of New Haven, and Mr. E. C. Mills, of Rochester, both of whom have discarded the oval and push-pull exercises.

Arm movement is secured by writing the letters an inch or more in height, and then gradually grading the writing down to normal size. It is evident that by this procedure form and movement are stressed at the same time and in equal degree.

This quotation plainly shows what these two well known supervisors think of large writing for beginners.

Large, whole arm writing enables the pupils in the first and second grades to write their spelling, their number work, and their language lessons, without undue fatigue, in a minimum of time, and with only a small amount of practice.

In the above words, Arthur G. Skeeles, Supervisor of Handwriting, Columbus, Ohio, finished his plea for large, whole arm writing for little children in his address before the National Association in St. Louis. Students of this subject will find his address well worth re-reading.

I direct teachers to begin seat work in the first grade with arm sliding on the desk. I am in favor of large forms for the first two grades.

Supervisor of Handwriting, — F. J. Duffy
Public Schools — Duluth, Minn.

These brief sentences were taken from a most thoughtful and frank letter from Mr. Duffy, every word of which is worthy of quoting.

Possibly there are some who would like to know what Dr. Charles H. Judd, the well known educator of the University of Chicago, thinks about this matter. Here are his words:

It is my judgment that writing should begin with large letters.

It is frequently urged that big muscle action is more natural in children than action of small muscles. The contrary is true. Diffuse nervous impulses tend to produce excessive contraction of the fine muscles. It is desirable, therefore, that large movements should be introduced early in order to produce fortunate types of coordination.

I know of no evidence that would lead to the conclusion that large writing leads to unfortunate habits.

Some may wish the views of Columbia University and Yale educators. They follow:

I have, I trust, a very keen regard for the educational principles of important influence upon habit fermation, but I am very distinctly in favor of large letter forms for beginners in handwriting. There are some adjustments needed in the growth and development of the child, not only in the brain processes, but in the motor skills and controls, governed of course by the brain centers.

I confidently believe that the safety, welfare and efficiency of the child now and later on are much better provided for by the use of large letters in handwriting, as of larger type in reading, for the little child. While the transition processes are different in writing from those in reading, still I believe that it is important to respect and follow that fundamental law of development and encourage the child to make the large free movements at first, and the finer ones later.

Our efficiency experts naturally tend toward all phases of economy and from their standpoint, without regard to the growth and health needs of children, it would seem quite logical that even little children should learn from the beginning the forms of skills and controls which they will need later.

Teachers College, — Thomas D. Wood,
Columbia University, N. Y. — Professor of Health Education

My opinion, based upon the study of children's reactions to numerous coordinative functions of school work, definitely favors large script forms for beginners. Although the children have to learn to make their letters smaller as they become older, they are doing precisely the same thing in many other expressions i. e., in massive rather than detail, and this type of coordination is highly approved, particularly in some of the newer developments of drawing.

Of the many reasons for favoring large script forms over small ones for beginners is a neuro-muscular one. School in general is an artificial experience, highly inducive to strain and all procedure in the school should be organized to minimize the adjustment a child has to make.

Teachers College, — Jesse Feiring Williams,
Columbia University, — Professor of Physical Education.
New York City, N. Y.

In general it would seem to me that the larger type of script would be preferable for the beginners, and that an adjustment to the smaller script can be easily accomplished.

Director, Yale Psycho-Clinic — Arnold Gesell, M. D.
New Haven, Conn.

It has not been pedagogical experience that there has been any difficulty in changing from the large writing gradually to smaller writing. In fact, our greatest difficulty has been to have the children write large enough in the beginning, as their hand movements are apt to be cramped by using anything as small as pencil or chalk.

Associate Director — Winifred Hathaway
National Committee for the Prevention of Blindness,
New York City.

There is a man in this country to whom a large number of persons interested in handwriting instruction look for guidance; a man of very high educational qualifications who has specialized on handwriting problems; one who has had much experience in teaching beginners in the primary experimental school in connection with the University of Chicago; one whose best efforts in our subject have been called forth by but one desire—to help all engaged in teaching handwriting by giving them the benefit of his many years of research work in this field. That man is Dr. Frank N. Freeman, Professor of Educational Psychology, University of Chicago.

From Dr. Freeman we quote:

The writing of the beginner should have two characteristics. It should be large, and it should be done with the arm as a whole rather than with the fingers. It is clear that a large letter can be made with much less precision than a small one without producing any great departure from the true form of the letter.

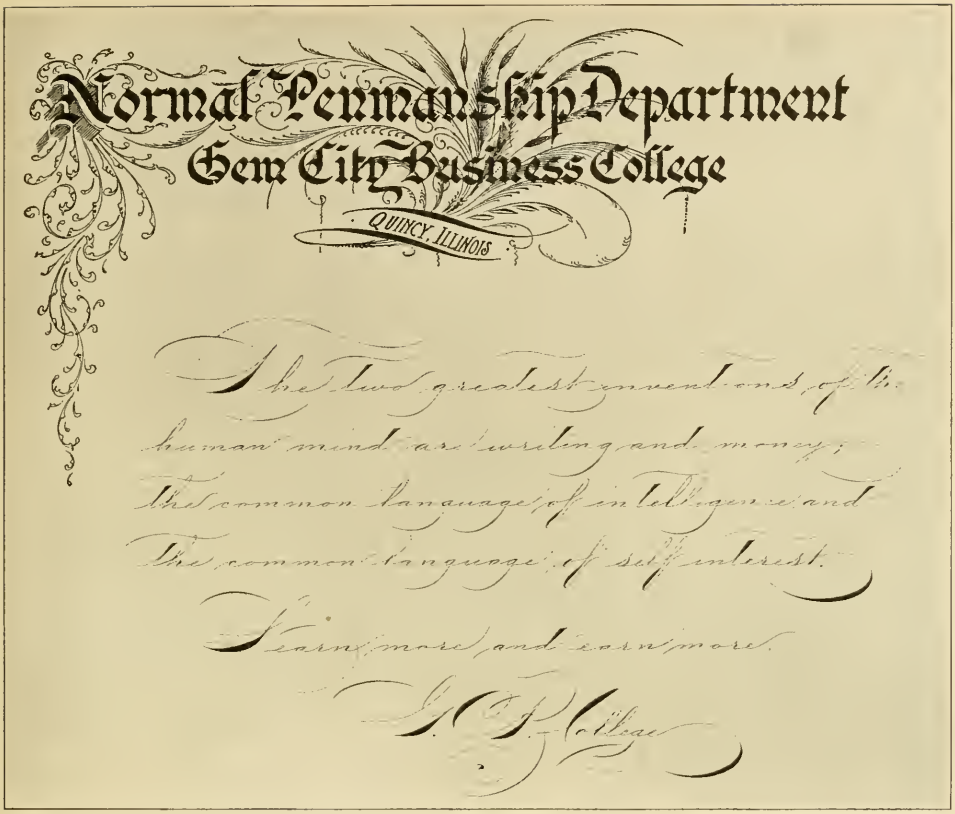
The substance of this quotation is from "The Teaching of Handwriting" by Dr. Freeman, but we have taken it from the "Supervising and Teaching of Handwriting" by Dr. Joseph S. Taylor, who rearranged it to some extent.

Dr. Taylor comments as follows:

I have quoted extensively from Dr. Freeman because he has given more time and attention to experimental work in handwriting than any other person in America. His demand for whole arm movement is undoubtedly sound. Exaggeration of size and movement in handwriting has the same effect as the magnification of a flower or insect by a lens. It impresses the form of the letter and the nature of the movement more clearly and more vividly upon the mind. The only difference of opinion is on how long this exaggeration should continue.

This puts Dr. Taylor also on the side of large writing for beginners without question; a complete recognition of the principle of large writing by this liberal and experienced penmanship instructor in New York City.

(To be continued)



Thousands have been inspired by Mr. Behrensmeyer's remarkable skill. We hope the work in this issue will be a treat to you.

Mrs. Henrietta M. Alboun of New York City, is a new teacher in the Drake Secretarial College, Union City, N. J.

Miss Virginia R. Paxton of East Orange, N. J., is teaching this year in the Roselle Park, N. J., High School.

Mr. C. R. Hill, 208 South La Salle Street, Chicago, Illinois, has been recently engaged by Prentice-Hall, publishers and text books, as their Chicago manager in the Secondary Text Book field. This office has the following states in its territory: Wisconsin, Michigan, Illinois, Indiana.

Mr. Hill spent considerable time in the Zanerian College of Penmanship a few years ago and became very proficient in the line of engrossing.

We know that many of Mr. Hill's friends will be interested in knowing of his work. We all wish him success.

Cards Neatly Written

Ornamental ..... 25c per doz.
Script ..... 35c per doz.
Xmas Greetings ..... 75c per doz.

Send 10c, coin or stamps for samples.

OLIVER P. MARKEN

1816 Buchanan St., Topeka, Kansas.

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ILLUMINATING and DESIGNING

10 Lessons with corrections $25.00
A Beautiful Illuminated Piece 1.00

Write for particulars

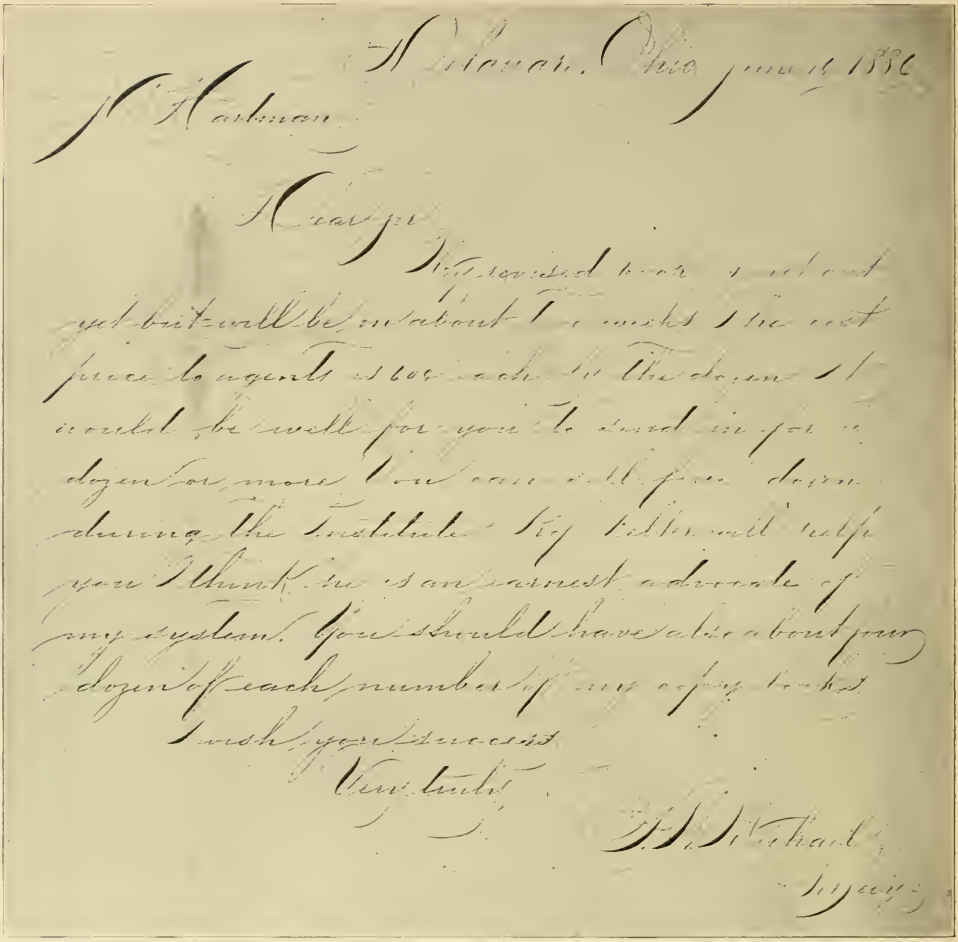
J. D. CARTER Deerfield, Ill.

For Sale: Half interest in an old established business college in a large city in New Jersey.
Address **M.** c/o Business Educator, Columbus, Ohio.

Learn to Write

AT HOME. NO NEED TO GO AWAY TO SCHOOL. MY CORRESPONDENCE COURSES WILL BRING YOUR HANDWRITING UP TO PROFESSIONAL STANDARD. All copies fresh from my pen, together with personal criticisms and letters of advice, are bound to make success for you. Send for a free folder. Your signature written six styles on cards if you enclose dime.

A. P. MEUB,
Penmanship Specialist
P. O. Box 194 Pasadena, Cal.



Delaware, Ohio June 4 1886

J. A. Hartman

Dear Sir

My revised book is not out yet but will be in about two weeks. The cost price to agents is 60¢ each by the dozen. It would be well for you to send in for a dozen or more. You can sell five dozen during the Institute. Rep. Keller will help you I think he is an earnest advocate of my system. You should have also about four dozen of each number of my copy books.

Wish you success.

Very truly

E. W. Michael

Sorjeey

The above letter was written by Mr. Bloser in 1886, and was sent to us by Mr. J. A. Hartman, Secretary-Treasurer, Cincinnati National Farm Loan Association, Cincinnati, Ohio, who writes as follows: "Your letter received and was very sorry to hear of Mr. Bloser's death. Have been one of his many admirers since the year 1886. You will find enclosed a letter written by him in June of that year. In Mr. Michael's catalog of the same year appears the following: 'E. W. Bloser, Secretary and Assistant Teacher of Penmanship.' In this same catalog Mr. Michael writes as follows: 'Mr. Bloser doubtless excels all penmen in America as a letter writer. He writes about thirty words to a minute, and makes his pages appear sublime in the truest sense.' I judge from the appearance of this letter that it was written in about three minutes. With heartfelt sympathy, I am," J. A. Hartman.

L. L. WEAVER

(Continued from Page 7)

sition he retained for twenty-five years. During a portion of this time he taught in Salem, Ohio public schools at the same time he was carrying on work in Alliance.

For five years Mr. Weaver has been secretary and treasurer of the Alliance Building and Savings Company. He was a member of the Board of Directors of Peoples Bank of that city, the Consolidated Realty Company and for the past two years has been a member of Board of Education. He was a member of the Odd Fellows lodge, McFadden lodge, the Chapter, Council and Commandery of Alliance.

He was active in charity work and in Sunday School and religious work. He was a member of the First Presbyterian Church and superintendent of Sunday School.

Mr. Weaver is survived by his wife, one daughter and two sons.

Mr. Weaver was well liked by school children and business men. He stood well in the teaching and penmanship profession.

DESIGNING AND ENGROSSING

By E. L. BROWN,
Rockland, Maine.

The lettering shown in connection with this lesson was executed with Esterbrook lettering pens and is sometimes called single stroke lettering. Let it be understood that while this letter is artistic and effective and especially suitable for window-cards and posters, it is not adapted to memorial resolutions where more finish is desired, and usually demanded. Rule lines to govern height of letters, then roughly suggest form of letters and spacing. In inking follow outlines only in a general way. When carefully made these letters will need little if any retouching with a fine pen. Watch the spacing. The four initials with tinted background add to the effect of the lines, and the different styles of backgrounds should receive careful attention. Thicken the lines and add spots of solid black for contrast and variety of tone.

Miss Blanche Oberman of Ellendale, N. D., is a new commercial teacher in the Perham, Minn., High School.

Mr. Irving K. Reynolds of Milford, Conn., has recently accepted a position as commercial teacher in the Naugatuck, Conn., High School.

Mr. F. W. Sharratt, recently with the High School at Mazomanie, Wis., is a new commercial teacher in the Des Moines Schools.

Mr. John L. Kenney, of Needham Heights, Mass., is now teaching Accounting in the Worcester, Mass., Business Institute.

Miss Beatrice Hislop is a new commercial teacher in the Junior High School, Malden, Massachusetts.

Miss Doris Raisty is a new commercial teacher in the Waverly, Iowa, High School.

Mr. Ernest W. Gibson, for several years with the Kenover, W. Va., High School, is now teaching in the High School at Delharton, West Virginia.

Miss Gladys Murray of West Medford, Mass., is a new commercial teacher in Goddard Seminary, Barre, Vermont.

Mr. Donald B. Mitchell of Turner, Maine, is the new Head of the Commercial Department of the Orange, Mass., High School.

Mr. C. A. Bowes, last year with Meeker's Business Institute, Elmira, N. Y., is now teaching in Brewbaker College, Baltimore, Md.

Miss Rose M. Carle is a new commercial teacher in Oklahoma College for Women, Chickasha, Okla.

Mr. Roland Blanchard is a new commercial teacher in the High School at Gloucester, Mass.

Mrs. Maud Cook is a new typewriting teacher in the Davenport-McLachlan Institute, Grand Rapids, Mich.

Miss Myrtle A. Heidel of Enfield, Mass., is teaching this year in the South Royalton, Vt., High School.

Miss Flora Reynolds of Fall River, Mass., is now teaching commercial subjects in the Hyannis, Mass., High School.

BEAUTY AND TRUTH ARE ETERNAL BONDS OF FRIENDSHIP SHOULD BE STRONGER THAN DIFFERENCES OF OPINION

Lessons in Advanced Writing

Save time and money in penmanship with a definite object in view—MASTERY OF CONTROL. The Charting Method is the BEST MAIL SYSTEM OF WRITING in the United States, original and up-to-date. Tuition rates are lower than ever, and within the means of all. SATISFACTION fully GUARANTEED. Send for FREE circulars NOW and learn more about these wonderful courses.

F. L. TOWER
601 Pleasant Street HAMMONTON, N. J.

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America's Handwriting Magazine
Devoted to Penmanship and Commercial Education
Contains Lessons in
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ACCOUNTING
ORNAMENTAL WRITING
LETTERING
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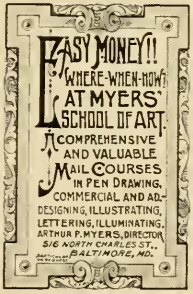
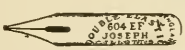


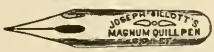
Gillott's Pens

The Most Perfect of Pens

No. 1 Principality Pen



No. 604 E. F. Double Elastic Pen



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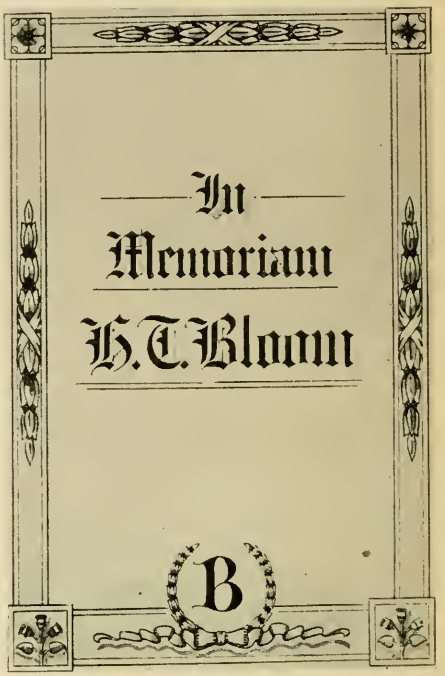

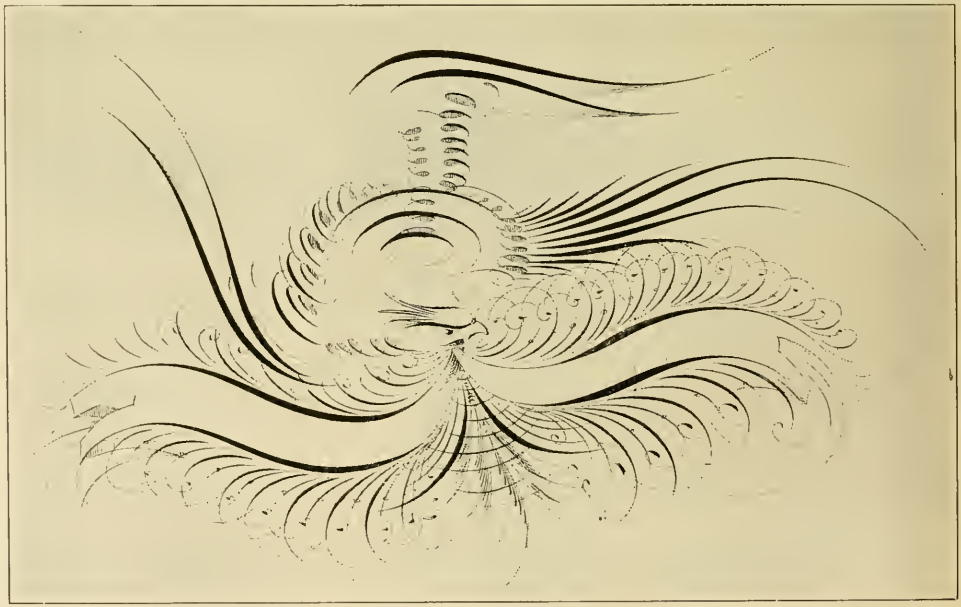

A bird from the pen of H. P. Behrensmeyer, Gem City Business College, Quincy, Ill., who has served the penmanship profession well for many years.

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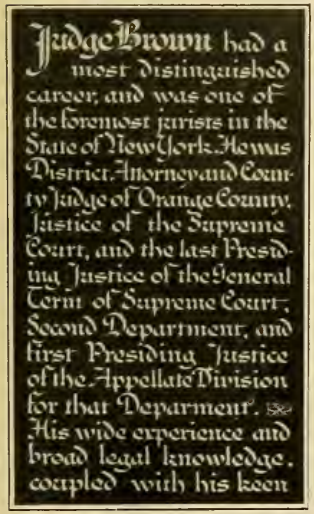
This work was prepared by H. J. Walter, 222 Portage Avenue, Winnipeg, Man., Canada, and was borrowed from D. F. Ferguson, President of Success Business College, Winnipeg.

This is a very fine example of work for advertising, such as cover pages, catalogs and circulars.



Jessie B. Hague who lettered the above, now has a good position with the J. V. Haring Studio, New York City. Mr. Hague is a Zanerian boy.

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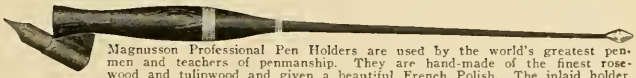

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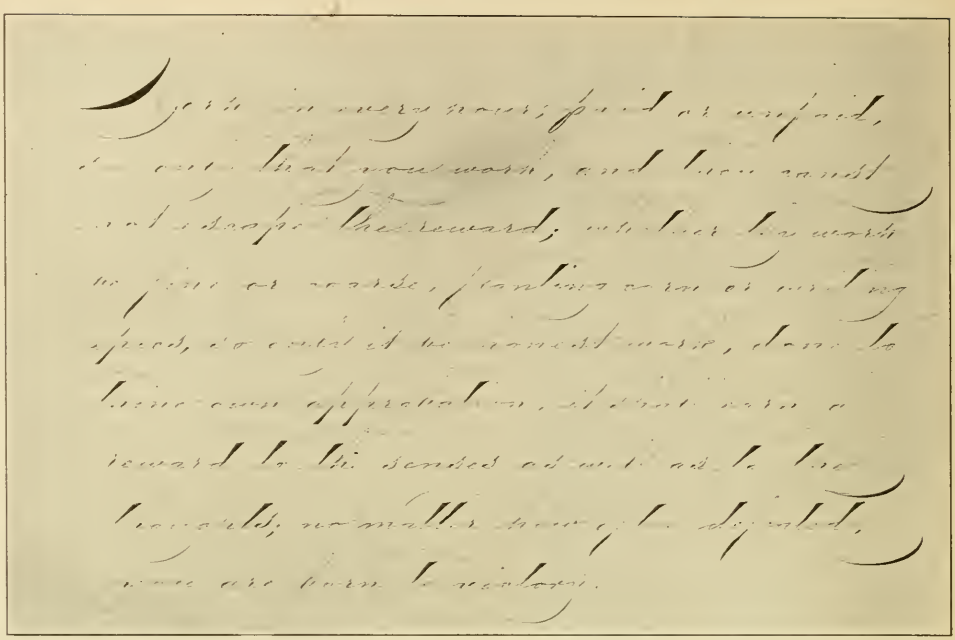

H. P. Behrensmeyer writes a very beautiful, ornamental hand. It has earned a high place for him in his profession, as well as many dollars. This is a good time to learn to write well.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912,

Of The Business Educator, published (monthly except July and August) at Columbus, Ohio, for October 1, 1929, State of Ohio, County of Franklin, ss.

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared Parker Zaner Bloser, who, having been duly sworn according to law, deposes and says that he is the Treasurer of the Business Educator and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are: Publisher, The Zaner-Bloser Company, 612 N. Park, Columbus, Ohio; Editor, E. A. Lupfer, 612 N. Park, Columbus, Ohio; Business Manager, Parker Zaner Bloser, 612 N. Park, Columbus, Ohio.

2. That the owners are: R. E. Bloser, Rebecca Bloser, Parker Bloser, E. A. Lupfer, R. B. Moore.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

P. Z. BLOSER, Business Mgr.

Sworn to and usbscribed before me this 26th day of September, 1929.

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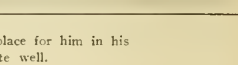

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BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to enable our readers to determine its value.

Modern Typewriting, by Henry J. Foley, Jamaica High School and Fordham University, New York City, N. Y. Cloth cover, 125 pages. Published by the Globe Book Company, 175 Fifth Ave., New York City, N. Y.

This book contains a complete and logically planned course based upon a thorough survey of the field.

It is progressively arranged. Each lesson is a psychological development based upon the preceding lessons and a preparation for the subsequent ones, thereby sustaining the pupils' interest at every point.

It contains scientifically planned fingering exercises and a series of tests covering individual elements of skill.

The author's many years of classroom experience helped to make the system embodied in this volume easier of accomplishment, more interesting in the carrying out, and above all, more effective in results.

Second Year Bookkeeping Exercises, by Nathaniel Filfus, M. A., C. P. A. Published by the Globe Book Company, 175 Fifth Ave., New York City, N. Y. Paper cover, 186 pages.

The topics are arranged in this book so that they can be referred to readily. They are so graded and classified that a thorough and pedagogical drill for the purpose of clinching the vital elements taught is easily achieved.

Teachers will find that the use of this book as a permanent feature of class work offers an excellent means of training students in practical problems in Bookkeeping and Accounting in the first two years of the course.

Common Legal Principles That Every One Should Know, in two volumes, by Francis W. Marshall, member of the Massachusetts and Illinois Bars. Published by Funk & Wagnalls Company, New York City, N. Y. Cloth cover, volume one containing 368 pages, and volume two containing 762 pages.

There is no other work like this—none which will so clearly inform the average man and woman on points of common law which every one should know. The outstanding feature is that about ninety per cent of the material is primary authority as it has been uttered by famed judges of courts of last resort, and could be quoted in court and accepted as final authority. The other ten per cent is taken from the great writers on law, whose works are almost primary authority, as Blackstone, Kent, etc., and would be accepted in court as persuasive authority.

"Common Legal Principles" is not intended to take the place of a lawyer but rather to permit the layman to understand the law and know his rights. It will be found exceptionally interesting because the opinions of the judges quoted are written in model English easily comprehended by the layman.

Since, in this commercial age, we are all more or less men and women of affairs, the author had chiefly in mind the general public in preparing this masterly treatise. Yet so authoritative is it that lawyers, bankers, real estate and insurance men, village and town officials, members of legislative bodies or those interested in legislative enactments will find it probably the most frequently referred to legal work in their libraries. In many localities school-teachers are now required by recent statute to instruct their pupils in our Constitutional law and in giving explanations of the laws, no work could be more satisfactory than "Common Legal Principles." Law students, and particularly those about to take Bar examinations; Notaries Public, Justices of the Peace, Magistrates—all will find this work of unequaled value.

English Elements and Principles, by Glen Arnold Grove, A. M., author of One Hundred Lessons in English; Instructor in English, Packard School, New York. Published by Prentice-Hall, Inc., New York City, New York. Cloth cover, 322 pages.

This is a textbook designed primarily for the use of English students. It is with the basic elements and principles of good practical English, as adapted to the usages of modern business, that the book deals.

In laying out the course as here presented, emphasis has been placed upon those matters in which, as found by years of experience, young people appear to be most deficient. These weaknesses betray themselves, on the part of many students, chiefly in their failure to apply the fundamental principles of sentence-construction; in their inadequacy of vocabulary and transgressions as to spelling; and also in their inability to utilize intelligently the various marks of punctuation. In this textbook, therefore, each of these topics is intensively treated, not only by special exercises devoted exclusively to them, but also by reiteration of these essentials through numerous reviews.

Gilmartin's Business Speller, by John G. Gilmartin, Principal of Croft School, Waterbury, Conn. Published by Prentice-Hall, Inc., New York City, N. Y. Cloth cover, 159 pages.

This book is very comprehensive in its contents, including not only extensive lists of words, with their definitions, and sentences showing their meanings, but also many lessons on correct usage and pronunciation. There is special consideration of prefixes and suffixes, words derived from foreign tongues, and words found in different lines of business. Lessons containing new methods of teaching, such as the completion test, the true and false test, multiple-choice, and others, are a feature.

This work contains more than 6,000 words, with many repetitions for the purpose of emphasis. This is, of course, rather too large a list for ordinary school use, but it affords the instructor a supply from which he may make a satisfactory selection.

At the end of nearly every lesson will be found questions or remarks pertinent to the lesson on that page, which should be a decided help to the student.

Not all words are defined or illustrated, as this might tend to alienate the pupil from the use of the dictionary. For the same reason, diacritical markings for pronunciation are not given in all cases, particularly when the work is amply familiar.

Throughout the book will be found tests related to the subject matter immediately preceding them. Each test covers approximately the work of one month.

Better Correspondence, by W. C. Miller. Published by the Miller Publishing Company, El Paso, Texas. Cloth cover, 278 pages.

The table of contents of this book is as follows: The Proper Way to Dictate, Obtaining the Maximum Output, Standard Rules for Stenographers, Keeping Stenographic Cost at a Minimum, Letters That Make Us Look Foolish, Write as You Would Talk, Neat and Attractive Appearance, Up-To-Date Business Phraseology, Better Composition, Openings That Interest the Reader, Closing Paragraphs That Appeal, Sales Letters That Bring Results, Comments on the Daily Mail, Effective Selling Paragraphs, Sales Promotion, Helpful Hints, Improvement Methods of Large Corporations, Making the Letters Appeal, How the Effect is Often Spoiled, Making the Sales Letter Win, Better Collection Results, Helping Uncle Sam With the Mail.

Teaching Aids for the Asking, selected by Homer J. Smith, Associate Professor of Industrial Education, University of Minnesota. Published by the University of Minnesota Press, Minneapolis, Minn. Paper cover, 62 pages.

A selected, classified, and annotated list of informational booklets, offered free or at small cost by manufacturing and sales organizations. Half a thousand items serviceable to teachers of industrial subjects, general science, and geography.

How to Draw Silhouettes, by Curtis Sprague. Published by Bridgman, Publishers, Pelham, N. Y. Stiff binding, 64 pages.

The present day vogue of modernism and simplicity has brought back the silhouette as a motif of design. Mr. Sprague, the author of many books on Art Education, has made a most valuable contribution in this, his latest book. It perhaps is generally thought by many that all silhouettes are cut with scissors—But it is history that many of the greatest silhouettists never touched a pair of scissors—The extreme simplicity with which Mr. Sprague approaches his subject is really one characteristic of his work. There are only a few pages of text, the entire book is crammed with illustrations. This we are positive is Mr. Sprague's best book. The binding is unusual and attractive. The cover, a silhouette all-over pattern, novel and sparkling with interest. Size 8½x11 inches, beautifully printed and arranged.

Retail Credit Procedure, by Norris A. Brisco, M. A., Ph. D., Dean, School of Retailing, New York University in collaboration with The Associated Retail Credit Men of New York City. Published by Prentice-Hall, Inc., 70 Fifth Avenue, New York City, N. Y. Cloth Cover, 343 pages.

Credit men with gigantic problems of those with numerous small ones (quite often just as perplexing), can now confidently turn to Brisco's "Retail Credit Procedure" for safe guidance. Here is a book of actual experiences of men who have specialized in getting new credit, accounts and in reducing losses. It gives up-to-date methods and explains, among other things, how to organize a credit department, determine responsibility of applicant, make collections, sell on installment, and handle legal matters.

In addition, the book discusses recent changes in methods made by outstanding retail establishments, which succeeded in cutting down the percentages of losses and which have increased the number of accounts. It presents a valuable discovery—how retailers can successfully handle every phase of retail credit. From actual experience the book reveals—

—a definite policy for accepting credit risks where retailers can get names of prospects who measure up to a high standard

—what plans positively attract new business

—how references can be secured from the best sources

—what to do with good risks who have never established credit

—what should be looked for in a credit agency's report

—how to set a limit on any customer's account, and how to hold the account to that limit

—the better ways of making collections

—what negotiable instruments should be used by credit men, if they ever expect to take legal action.

These and many other valuable credit facts are carefully explained in Dr. Brisco's book. The author, a recognized authority on the subject, had, when preparing the book, the co-operation of The Associated Retail Credit Men of New York City. Several well-known credit managers collaborated in writing the text matter.

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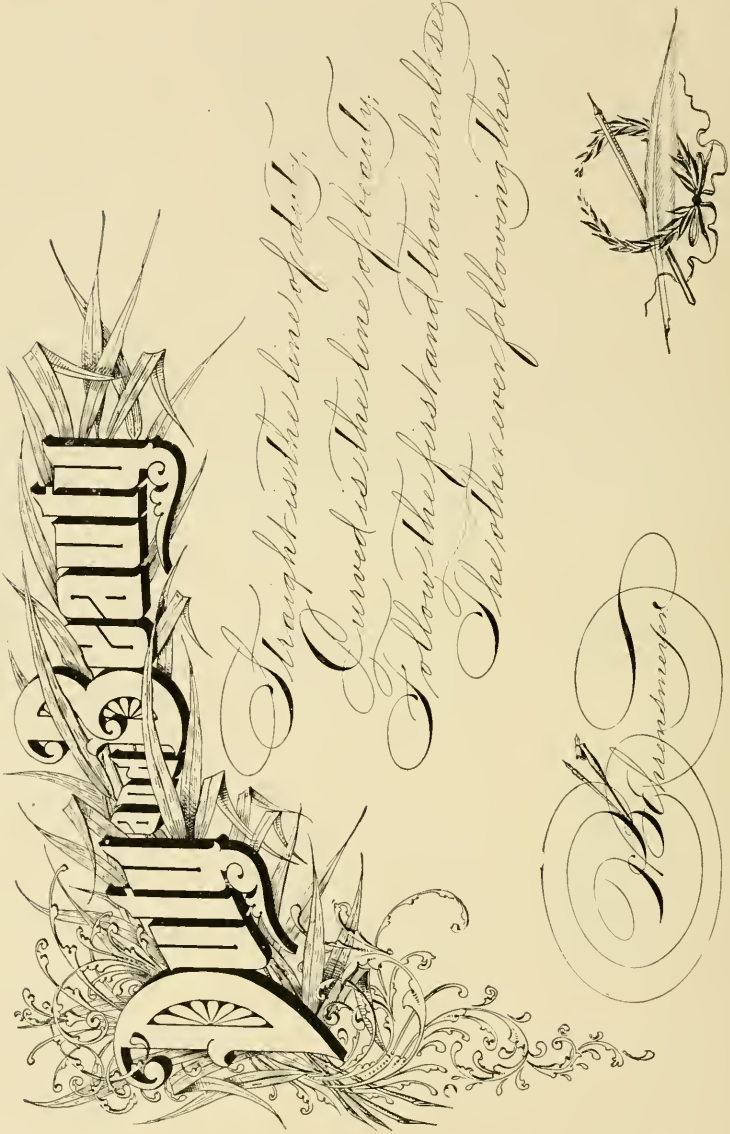

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Volume XXXV DECEMBER, 1929 No. IV

THE Business Educator, COLUMBUS, O.

Commercial Education, Penmanship and Engrossing

This greeting, which was so uniquely penned, was sent many years ago to the readers of The Business Educator by C. P. Zaner. We extend the same greeting to you.

THE ZANER-BLOSER COMPANY

Columbus, Ohio

Published monthly except July and August at 612 N. Park St., Columbus, O., by The Zaner-Bloser Company. Entered as second-class matter Sept. 5, 1923, at the post office at Columbus, O., under Act of March 3, 1879. Subscription $1.25 a year.

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For each of the grades in the public schools, for high schools, colleges, etc. This system is the result of years of labor, study, observation and experiment, and represents the supreme effort of Mr. Zaner and Mr. Bloser. They are issued in the form of Practice Books and Compendiums for the pupils and Manuals for the teachers. They are used in many cities and states—and they are getting worth-while results. Write for information and price list.

Manual 144, 6x8, 112 pages. Manual 96, 4½x8½, 96 pages

Undoubtedly these are the most valuable, up-to-the-minute guide for teachers and students published. The copies were written freely, and are full of life, grace and beauty. The instructions with each copy are clear and to the point, and interesting. These books are being used by a large number of high schools, business colleges, normals, etc., with excellent results. Paper cover, 25c each, postpaid. Special prices in quantities.

Blackboard Manual

5x7, 32 pages, gives instructions how to write on the blackboard. The illustrations of position, chalk holding, etc., aid the teacher wonderfully in improving her blackboard work. Blackboard writing is easy to learn if you know how to stand, turn the chalk, etc., all of which is explained fully in this book. Board work will help to improve your pen and ink work. Price, 25c postpaid.

Plain Useful Lettering

5½x8, 32 pages, contains plain, simple and practical alphabets, for teachers and students interested in easy, profitable lettering. Especially suited for class use. Price, 25c, postpaid.

Short Cut to Plain Writing

4½x8, 32 pages, contains a wealth of material for those who wish to improve their writing in the least possible time without following an extended course of practice. It shows how to improve those things which make for legibility and better writing. Business and professional men find this book especially valuable. Every up-to-date teacher of writing should have a copy. Price 25c, postpaid.

The Zanerian Manual of Alphabets and Engrossing

A work on modern engrossing, 8½x11½, 136 pages, containing complete courses in Roundhand, Broad-pen, Penciled and Freehand Lettering, and Wash and Pen Drawing. Presents a large number of beautiful full-page Resolutions, Diplomas, Certificates, Title Pages and examples of pen and brush work from the masters. It probably contains more information, ideas and inspiration than any book ever published on the subject. Price $2.50, postpaid.

Lessons in Ornamental Penmanship

5x8½, 92 pages, takes the learner step by step from the simplest to the most complex. It covers thoroughly principles, exercises, words, sentences, verses, pages, capitals, combinations, card writing, etc. No other book on ornamental penmanship has been so carefully graded or so thoroughly planned for the home learner. Price $1.00, postpaid.

The Road to Sketching from Nature

6x9, 82 pages. For those who desire to learn to sketch direct from nature. Instructions are plain and interesting, while the illustrations, which were made direct from nature are full of life and interesting. With this book you can learn to sketch and enjoy nature. Price $1.00, postpaid.

Progress of Penmanship

A large design 22x28 inches, presenting the history of penmanship. It shows the various styles used at different period all harmoniously and skillfully blended and woven together with two beautiful female figures, lettering, flourishing and pen work as a border which binds the design together in a most pleasing way. It is truly a wonderful piece. Securely mailed in tube for 50c.

Progress

Mr. Zaner's famous eagle design, 22x28 inches, and is considered his masterpiece in flourishing. Well worthy of a place on your wall. Teachers use it as a prize in their penmanship classes very effectively. It inspires and arouses interest in pen work. Securely mailed in tube, 50c.

Fascinating Pen Flourishing

A complete Course and Collection of Masterpieces. Starts at the beginning, showing how to make the simplest strokes and exercises and finishes with a great variety. The work represents the highest skill of the following penmen: Zaner, Brown, Canan, Lehman, Dennis, Blanchard, Flickinger, Kelchner, Glick, Darner, Madarasz, Collins, Behrensmeyer, Moore, Faretra, Spencer, Lupfer, Courtney, Schofield, Gaskell, Skillman, Dakin, Wesco. Size 8½x11 in., 80 pages, Price $1.00.

Freeman's Correlated Handwriting Scales

Freeman's Correlated Handwriting Scales for grades 3, 4, 5 and 6 show the standard for each grade, as well as a standard a little above and a standard a little below the average. These Handwriting Scales answer the oft repeated question, "How well should a pupil write in Grade 3?; in Grade 4?, etc." A set of Freeman's Handwriting Scales for grades 3, 4, 5, and 6 will be sent, postpaid, for 50c.

Zaner Method Handwriting Scales

These Scales are issued in three forms, as follows:

Scale 1, for grades 1 and 2.
Scale 3, for grades 3 and 4.
Scale 5, for grammar grades and high school.

These Handwriting Scales were first published in 1915 and are being used quite extensively. The Zaner Handwriting Scales and Standads contain actual handwriting specimens from the various grades, as well as suggestions regarding position, form, movement and speed. A set of these Scales will be sent, postpaid, for 50c.

Desk Scales

Five Scales for grades 2 to 8, printed on heavy cardboard. These Scales are size 6"x8" and contain model specimens of handwriting, as well as samples of typical handwriting for each grade. They also contain suggestions regarding the use of the Scales in each particular grade. The size of these Scales makes them very convenient for use on the pupils' desks, and it is intended that each pupil be supplied with an individual Scale for his grade. A set of these Scales will be sent, postpaid, for 45c.

The Zaner-Bloser Company

Columbus, Ohio

Seventy million of these gay little bell ringers will be distributed throughout Ohio, during the annual Christmas health seal sale, November 29 to December 24. The sale is being conducted by the Ohio Public Health Association and its affiliated agencies for the twenty-second consecutive year as a part of a nation wide fight against tuberculosis.

"Although tuberculosis is no longer the leading cause of death in Ohio, it remains the most important in view of the fact that it takes its greatest toll during the period of life when persons are of the greatest economic value." Dr. Robert H. Bishop, Jr., president of the Ohio Public Health Association, points out. "One out of every four, who die between the ages of 15 and 44, are victims of tuberculosis."

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BLISS PUBLISHING CO.
SAGINAW, MICH.

This specimen was engraved from the scrap book of Dr. E. G. Miller, Director of Handwriting, Pittsburgh, Pa.

The 27th Annual Convention of the New England High School Commercial Teachers' Association was held in the State Normal School, Salem, Massachusetts, on November 2. It was one of the most successful Conventions on the history of the organization. The treasurer reported the largest membership list, and the program was of a high order.

Mr. Lloyd L. Jones, who was one of the seven or eight official U. S. Government delegates to the Amsterdam Conference, and Dr. John O. Malott, Specialist in Commercial Education, Bureau of Education, Washington, D. C., both brought definite messages of a very stimulating character.

The round tables attracted large numbers to witness the practical demonstrations which were given under the chairmanship of Mr. Harold E. Cowan of Dedham and Miss Nettie Elliott of Scituate.

As a fitting climax the final address of the afternoon was given by Mr. Roger W. Babson, founder and president of the Babson Statistical Organization, Babson Park, Massachusetts. Mr. Babson gave an intensely interesting and pertinent address and held the attention of the large number of people from start to finish.

What better gift than good health?

BUY CHRISTMAS SEALS

The National, State and Local Tuberculosis Associations of the United States

NEWS NOTES

Miss Catherine T. Tobin of Braintree, Mass., is a new commercial teacher in the Sacred Heart High School, Weymouth, Mass.

Miss Arlene Gow is a new commercial teacher in the Merrimac, Mass., High School.

Mr. A. V. Calhoon of Bowling Green, Ky., has been elected head of the commercial work in the Shippensburg, Pa., High School.

Miss Margaret McNamara of Springfield, Mass., is now teaching in the Moody Secretarial School, New Britain, Conn.

Miss Olive Cease and Miss Dora Kades are new commercial teachers in the High School at Ambridge, Pa.

Mrs. Anne Hall of New York City has recently accepted a position with the Atlantic City Business College, Atlantic City, N. J.

Mr. Frank J. Smith, last year with Stone College, New Haven, is now teaching in Hurst's Private School, Buffalo, N. Y.

Miss Sara Juren is a new commercial teacher in the Senior High School, Norfolk, Va.

C. A. Gruver of Minneapolis, Kansas, is a new teacher in the Spencerian Commercial School, Cleveland, Ohio.

Miss Lillian Gould of Spokane, Wash., has recently accepted a position as commercial teacher in the High School at Anaconda, Mont.

Miss Feral Wisor is a new commercial teacher in the Owego, N. Y., High School.

Miss Ruth Hudelson of Chillicothe, Mo., has recently been elected to teach in the Roswell, New Mexico High School.

Mr. G. T. Wiswell, B. C. S., is now a member of the faculty of the School of Business Administration of Le Master Institute, Asbury Park, N. J. Mr. Wiswell is a teacher of wide experience.

The Merit of a Method Is Best Measured by Its Achievement

"Results" tell the only worth-while story—but only when considered in the light of general achievement. A few isolated successes mean little.

Year after year the Rational Typewriting method has held its position of leadership in the field of typewriting instruction books solely on the basis of mass results. Nowhere have "Rational" achievements been more clearly demonstrated than in the World's School Novice Typewriting Contests. The 1929 contest held in Toronto on September 28 was no exception to the rule.

Some High Points of Achievement

1. Out of a total of 47 of the contestants at Toronto, the great majority were state or provincial champions who won their right to compete in the International event by winning first place in the contests of their respective states and provinces.

2. Out of this total of 47 "picked typists" 29 were trained by the Rational method. These 29 Rational-trained students wrote at an average net speed of 68 words a minute.

3. Out of the first 25 contestants, all of whom wrote at 70 words a minute or better, 17 were trained by the Rational method.

4. The two most accurate records in the contest were made by Rational typists. Both typed for fifteen minutes with but six errors each.

5. With only five exceptions, students who did not learn typewriting by the Rational method did use "Rational Rhythm Records," Typewriting Speed Studies" by Hakes, or "The Typist at Practice" by Stuart—all distinct units of the Rational Typewriting Series.

Training for the Job

The outstanding factor of the Rational Typewriting Series of textbooks is that emphasis is placed strongly on **training for the job.** The books first give a sound training in the skillful operation of the typewriter as a tool. This skill is then directly applied in the solution of the typing problems that occur most frequently in business and professional life. Every step is planned with the ultimate goal in view.

There are Rational Typewriting books for every type of school—high school, private business school, junior high school—each dealing with a specific situation.

There is one that will meet your particular needs! Write us for detailed description and sample Copy.

The Gregg Publishing Company

NEW YORK CHICAGO SAN FRANCISCO BOSTON TORONTO LONDON

CHRISTMAS SUGGESTIONS

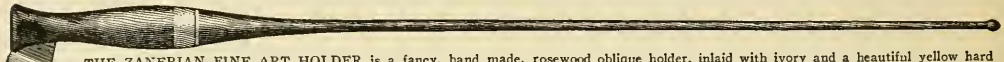
The main idea of the oblique penholder is to assist in making smooth shades. When using a straight holder it is necessary to turn the hand to the left to some extent in order that smooth shades may be made if desired. When using the oblique holder the hand can remain in the usual and more natural position since the pen is held by the holder at the proper angle at which smooth shades can best be made. Of course, it is all right to use the oblique holder in executing unshaded writing, since very smooth lines can be secured, but it is indispensible when executing shaded writing.

There are numerous oblique penholders on the market today, some of which are made by persons who, not being penmen themselves, do not understand the requirements of correct adjustment. It requires more than a wood-turner to produce a good oblique holder. If the adjustment is not correct in an oblique holder, it is practically worthless as an instrument for fine writing, no matter how fine the holder may be otherwise. Many students who enter the Zanerian College (the school of penmanship conducted by The Zaner-Bloser Co.) bring with them ablique holders which are miserably adjusted, and with which they have been laboring at a great disadvantage, not knowing where the trouble lies. It is no wonder that some persons should become discouraged with such instruments.

In purchasing oblique penholders it is undoubtedly safest to secure them from persons who know how to use them most successfully, and therefore know what the proper adjustment is. Of course, inferior holders can be sold for less money than perfect ones, since practically no time is spent in securing the proper adjustment. On each of our holders considerable time is spent on the adjustment by one who thoroughly understands what is best in this particular. Not only this, but we are confident that a careful comparison of our holders with others will reveal the fact that Zanerian holders are also the most perfect in workmanship. We originated and popularized the long oblique holder, and, as was to be expected, it is being imitated.

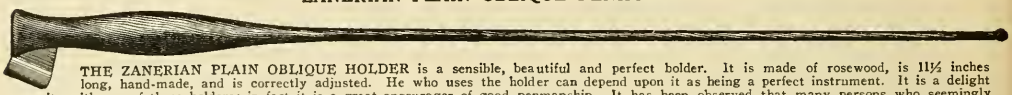
Our oblique holders are all adjusted for ornamental penmanship, and intended to fit the Zanerian Fine Writer or Gillott's Principality No. 1 pen, these two being the same size. If a smaller pen is to be used, such as the Zanerian Ideal, Gillott's 604, or a Spencerian No. 1, anyone can easily contract the pen slot by pressing against it so that it will fit these pens. If one of the long holders should draw slighly crooked, as sometimes happens when wood is turned so long and slender, it can be easily straightened by holding it over a lighted lamp until the wood becomes heated, when, if care is taken, it can be strightened without danger of breaking.

ZANERIAN FINE ART OBLIQUE PENHOLDER



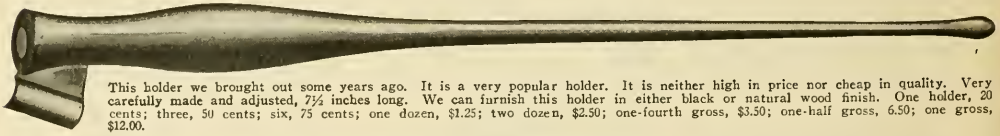
THE ZANERIAN FINE ART HOLDER is a fancy, band made, rosewood oblique holder, inlaid with ivory and a beautiful yellow hard wood giving a very pleasing contrast. It is perfectly adjusted, 11½ inches long, and is the most attractive oblique penholder manufactured. Present it to a good penman and he will be delighted. Present it to a poor penman and its beauty will compel him to pick it up, practice and improve his writing. The most indifferent pupil will delight in improving his penmanship when he has this holder. Price $1.25. Sent in an appropriate wooden box for 15 cents extra. It makes a handsome present for Christmas or any other time. We also furnish the Zanerian Fine Art Holder but 8 inches in length, although otherwise the same in every particular as the longer holder. Price of the 8-inch holder is $1.00, sent in a woden box for 15 cents extra.

ZANERIAN PLAIN OBLIQUE PENHOLDER



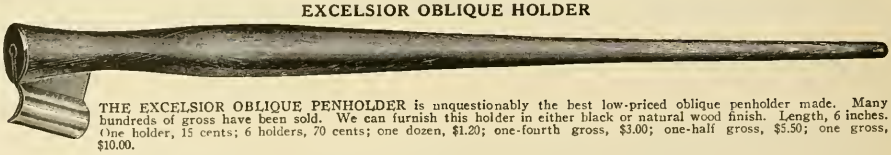
THE ZANERIAN PLAIN OBLIQUE HOLDER is a sensible, beautiful and perfect holder. It is made of rosewood, is 11½ inches long, hand-made, and is correctly adjusted. He who uses the holder can depend upon it as being a perfect instrument. It is a delight to write with one of these holders; in fact it is a great encouragor of good penmanship. It has been observed that many persons who seemingly care nothing for good writing soon feel a desire to practice when one of these instruments comes into their possession. The Zanerian Oblique Penholder is the same in size, length, etc., as the Zanerian Fine Art Holder, but not so fancy. Price 75 cents. Sent in a wooden box for 15 cents extra. We can also furnish the Zanerian Plain Oblique Holder but 8 inches in length, although otherwise the same in every particular as the longer holder. Price of the 8-inch is 65 cents. Sent in a wooden box for 15 cents extra.

ZANERIAN EXPERT OBLIQUE HOLDER



This holder we brought out some years ago. It is a very popular holder. It is neither high in price nor cheap in quality. Very carefully made and adjusted, 7½ inches long. We can furnish this holder in either black or natural wood finish. One holder, 20 cents; three, 50 cents; six, 75 cents; one dozen, $1.25; two dozen, $2.50; one-fourth gross, $3.50; one-half gross, 6.50; one gross, $12.00.

EXCELSIOR OBLIQUE HOLDER



THE EXCELSIOR OBLIQUE PENHOLDER is unquestionably the best low-priced oblique penholder made. Many hundreds of gross have been sold. We can furnish this holder in either black or natural wood finish. Length, 6 inches. One holder, 15 cents; 6 holders, 70 cents; one dozen, $1.20; one-fourth gross, $3.00; one-half gross, $5.50; one gross, $10.00.

Write for complete catalog of penmanship supplies

THE ZANER-BLOSER COMPANY

COLUMBUS, OHIO

The Business Educator

VOLUME XXXV COLUMBUS, OHIO, DECEMBER, 1929 No. IV

PROGRAM OF THE THIRTY-SECOND ANNUAL CONVENTION of the NATIONAL COMMERCIAL TEACHERS' FEDERATION

The Stevens, Chicago, Illinois
December 26, 27, 28, 1929

Thursday, December 26

2:00-4:00 P. M.—Registration

FEDERATION RECEPTION

Thursday, December 26

8:00 P. M. North Ball Room
Informal Reception
Entertainment
Dancing

FEDERATION—GENERAL ASSEMBLY

Friday, December 27

9:30 A. M. North Ball Room
Music
Invocation
Address of Welcome
Response to Address of Welcome
Remarks by the President
Address

FEDERATION LUNCHEON

Friday, December 27

12:15 P. M. North Ball Room
Entertainment
Announcements
Address

Saturday, December 28

9:00-4:00 P. M.—Registration

FEDERATION—GENERAL ASSEMBLY

Saturday, December 28

9:30 A. M. North Ball Room
Address
Business

FEDERATION BANQUET

Saturday, December 28

6:00 P. M.
Music
Entertainment
Surprises
Dancing

PRIVATE SCHOOLS DEPARTMEST

Friday, December 27

2:00 P. M. Room 2
Chairman
J. Murray Hill
Bowling Green Business University
Bowling Green, Kentucky

A FRANK SYMPOSIUM

(Time limit eight minutes each)

"What Price Growth?"
J. H. Kutscher
Oberlin School of Commerce
Oberlin, Ohio

"The Right and Wrong Kind of Business School Advertising"
Jay W. Miller
Goldey College
Wilmington, Delaware
(See exhibit school advertising material arranged by Mr. Miller.)

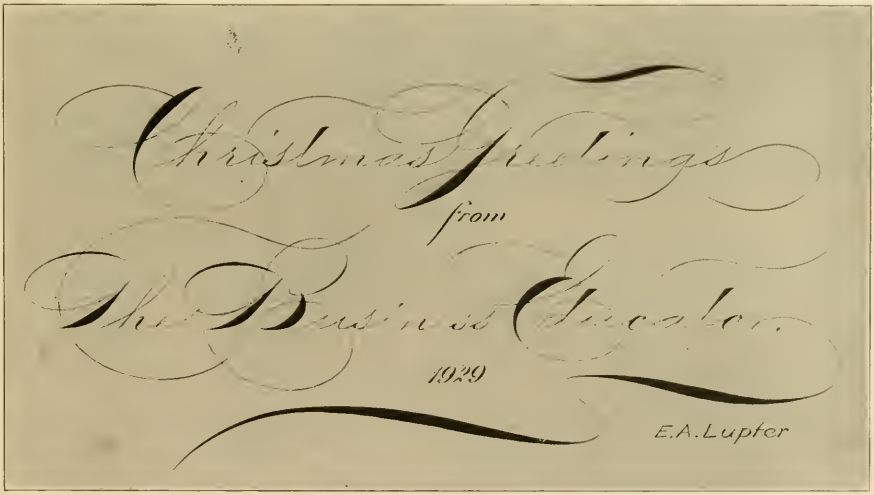
"How I Handle My Public School Competition"

(Continued on page 22)

PRIMARY HANDWRITING

Don't fail to read Jane Roberts' articles in this issue, "A Writing Experiment in the Primary Grades of the Gary Schools.". It is chock-full of common sense in the teaching of Handwriting and will make you think. She discusses many ideas advocated by the Business Educator and used in Correlated Handwriting, by Dr. Frank N. Freeman and The Zaner-Bloser Company.

In 1905 the Zaner-Bloser Company first published Handwriting Books containing large Handwriting for Primary children. Today practically all of the leading psychologists, primary supervisors, and educators, who have given any serious thought to Handwriting in the grades, advocate large writing for beginners.



THE BUSINESS EDUCATOR

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E. A. LUPFER — Editor
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The BUSINESS EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

Practical Business Writing

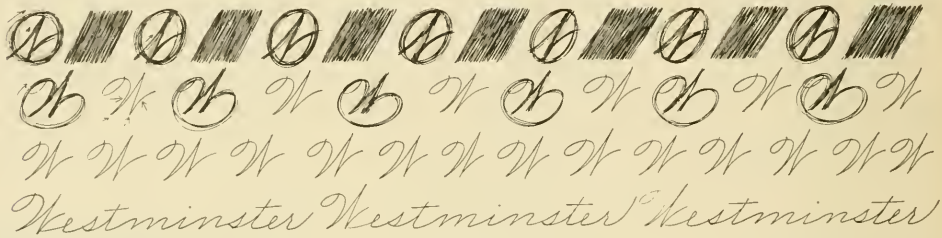
By G. C. GREENE
Head of Penmanship Department, Goldey College, Wilmington, Delaware

Send 25c with five of your lessons (one to a page) for criticisms and helpful suggestions.

No. 4

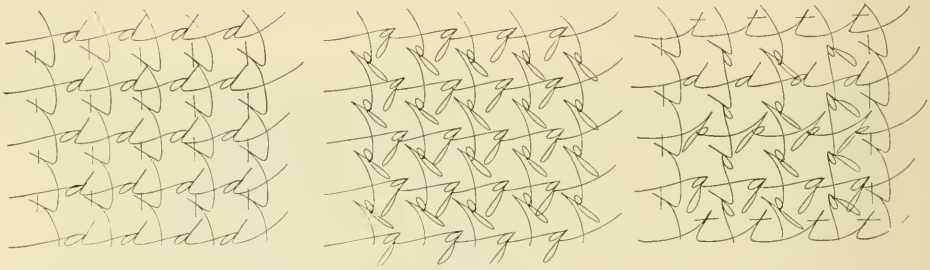
LESSON 31

The retraced drills and letters in this lesson will help make the W. Observe the curved lines in W. Make the second part of this letter taller and see that the base is not too narrow. The beginning of W is like Q. Speed up.



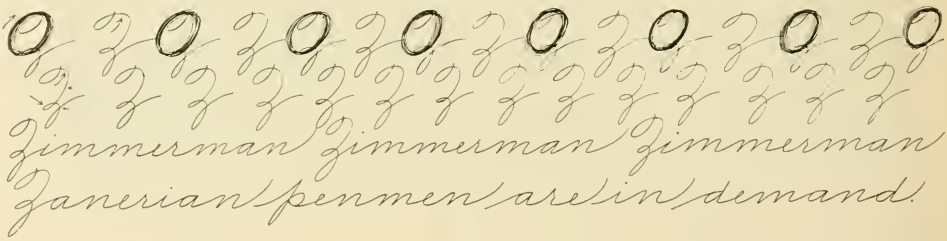
LESSON 32

This lesson will train your muscle to space evenly. Observe former instructions as to method of developing this lesson. Start and finish all lines at a definite place. Plan this lesson for neatness.



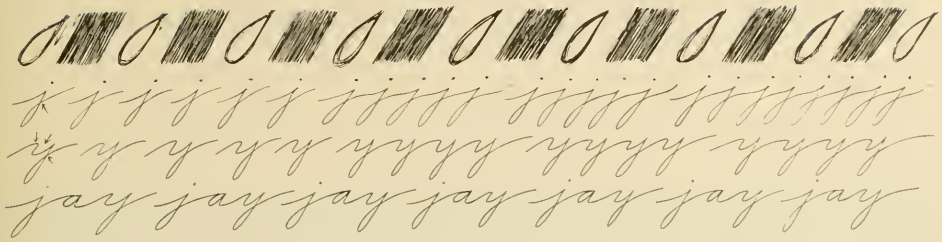
LESSON 33

The beginning part of the Z is like Q. Make the main down stroke come entirely to base line swing into a small loop and finish with an inverted loop two spaces below the line. Observe the arrows. Zimmerman is a good word for practice. Make it many times until it becomes easy. Look closely at your copy. Use a free movement.



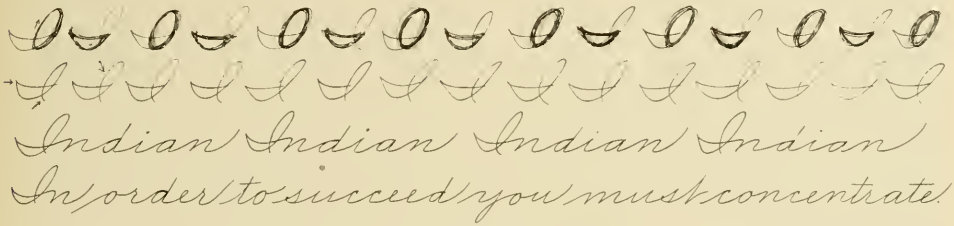
LESSON 34

The first drill in this lesson should be carefully worked out before starting the j. See that the inverted loop is not too long. Make up stroke cross down stroke on base line. The first part of y is like the finishing in n. Keep this part small and the opening narrow.



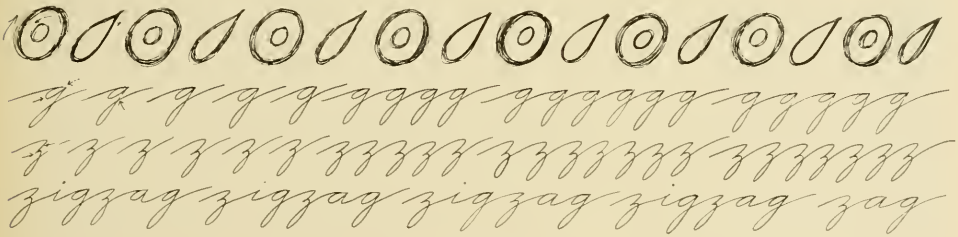
LESSON 35

Make the narrow oval on main slant then finish with a right curve. Retrace the boat shape exercise several times. Start I on base line and keep the oval narrow. Make a complete stop without a loop swing back across the up stroke. Learn to criticize your work as you go along.



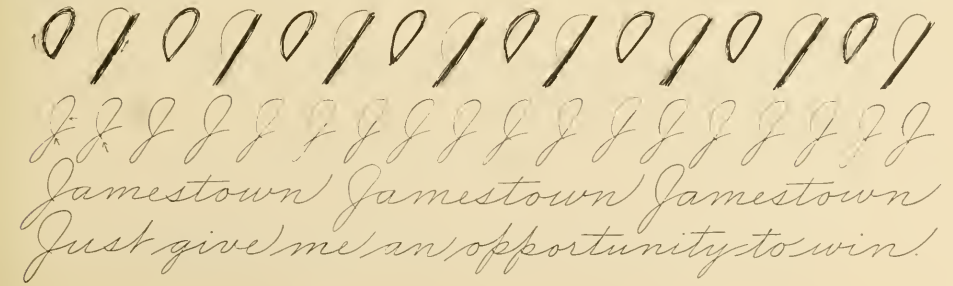
LESSON 36

Proceed to do this drill just as it is planned in this lesson. The g is made like a with an inverted loop like j. Join the g's in groups like the copy. See that the first part of the z is like the first part of small m. Do not loop at base line. Watch the inverted loops in the word zigzag.



LESSON 37

Make the retraced principles first as it is necessary before making J. Keep the extended oval part of the J. large. Make the down stroke straight. The finishing stroke should cross down stroke at base line. If you are enthusiastic about this work you will improve much faster.

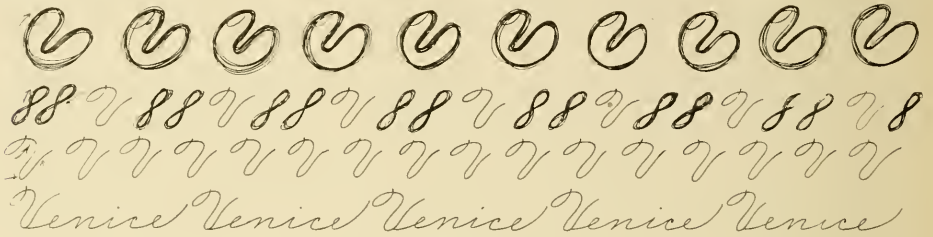


LESSON 38

This lesson is especially good for developing freedom and ease in movement. This drill will also teach you to write straight without a line. Use different colors of ink and see the results. Concentrate and plan.

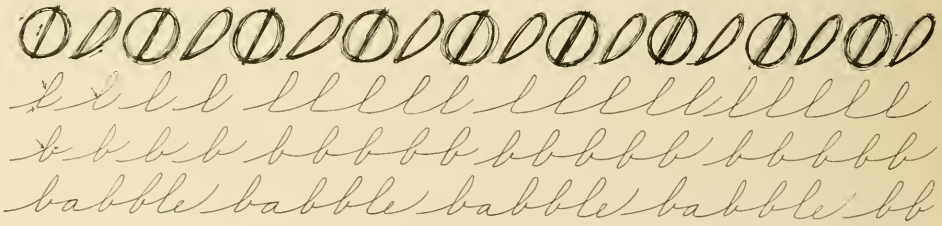
LESSON 39

Here is a good lesson on developing the V. Be sure to follow the outline in the order given. Watch for the arrows. Do not make the opening in the V too wide or the last stroke too high. Notice the curve in the last stroke. Make turn at base line round. If this lesson is mastered it will help you with others. Do good work at all times. Watch your position.



LESSON 40

This lesson is rather difficult and will need all your attention. Keep trying until you can make each line good before proceeding to the next. The l should be made three spaces high with the down stroke crossing the up stroke one space above base line. Make b like l with finishing principle like that of v. Kee pall letters on the same slant. Determine to succeed and you will.



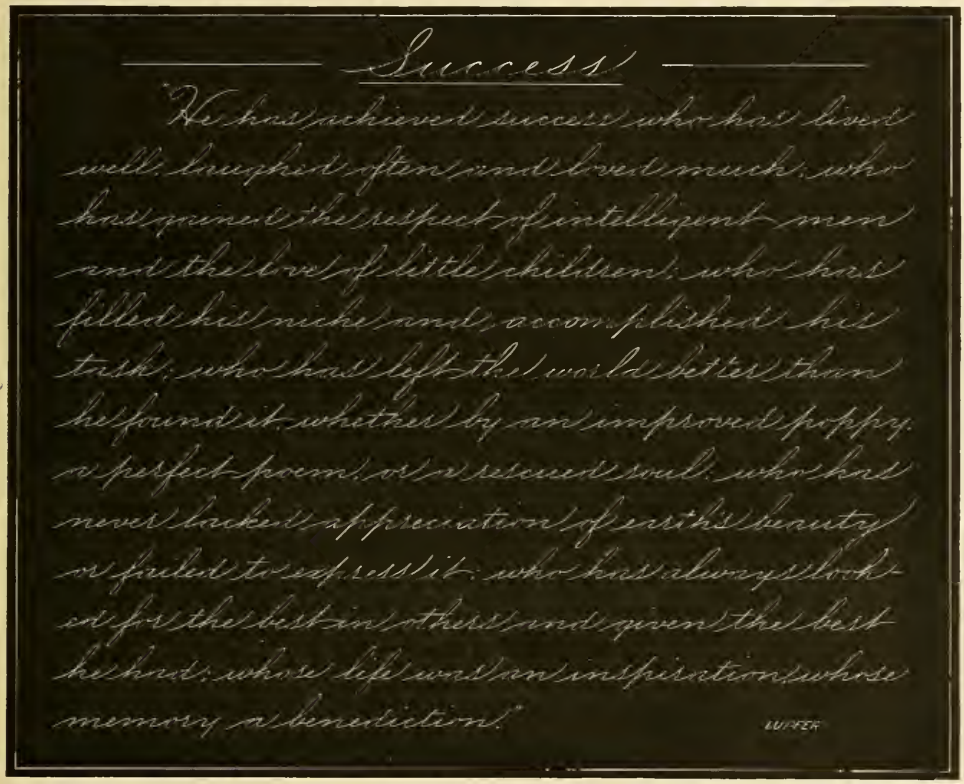
"To get adjusted to the world
Is after all the wisest aim
It won't adjust itself to us
For it was here before we came."

Copies for study and imitation, by F. B. Courtney, Detroit, Mich.

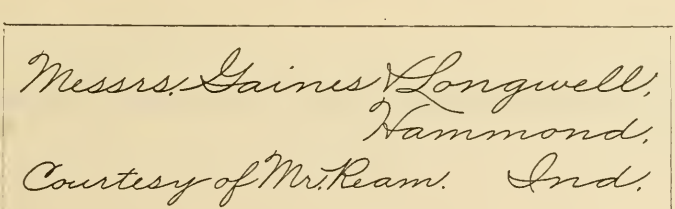
MODERN HANDWRITING

Correlated With Commercial Subjects

By E. A. LUPFER, Zanerian College of Penmanship, Columbus, Ohio



Most students do not do enough careful page writing. Write the above carefully until you can produce a beautiful page.



Let us see what you can do in addressing envelopes. The more you use your penmanship on actual correspondence, etc., the sooner you will become a good writer. Always try to do good work—never scratch.

The Earliest Known Valentine,

by

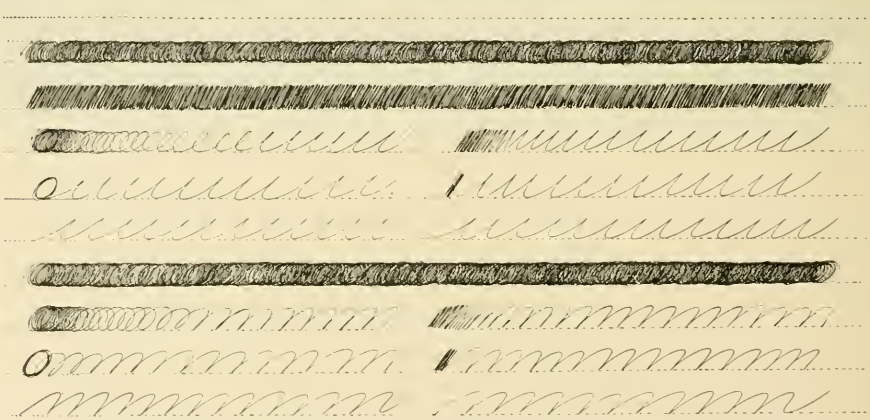
Charles, Duke of Orleans

Written in the year 1416.

Wilt thou be mine? dear Love, reply—
Sweetly consent or else deny.
Whisper softly, none shall know,
Wilt thou be mine, Love?—aye or no?

"Spite of Fortune", we may be
Happy by one word from thee.
Life flies swiftly ere it go,
Wilt thou be mine, Love?—aye or no?

Valentine Day will soon be here. Send in your valentines in black ink. We may publish some of the best. Watch arrangement and general appearance. Practice on parts which give you most truble.



When your movement seems sluggish, practice the above exercises. Make them small, but freely. They are especially beneficial for developing small letters.

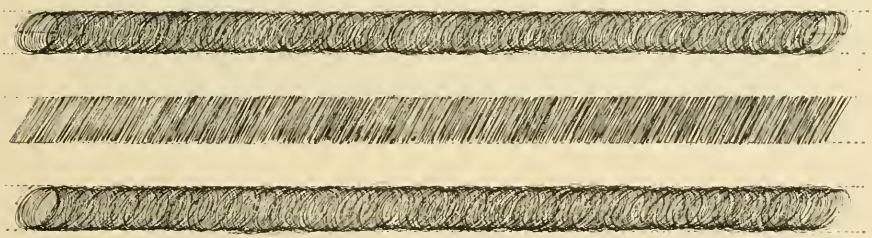
$921.00 Columbus, Ohio, Jan. 20, 19—

Six months after date I promise to pay to the order of Furham & Green Nine Hundred Twenty-one —— Dollars with interest at 6%. Payable at the Windom Bank of Commerce ——

Value received.

No. 16 Due July 20, 19— Henry D. Williams.

Study the copy. Be sure you know what you want to do before practicing. Without a good knowledge of form you cannot produce good writing.



Occasionally limber up the arm on exercises.

$..... Columbus, O., ... 192...

Received of .....

..... Dollars

for ..... weeks tuition in the Zanerian College of Penmanship

from ..... 192.... to ..... 192....

If your first efforts do not please you, try again and again. Work intelligently.

Student's Page and Work

THE THOUGHTS OF LINCOLN

The angels of your thoughts are climbing still
The shining ladder of his fame,
And have not reached the top, nor ever will,
While this low life pronounces his high name.

But yonder, where they dream, or dare, or do.
The good or great beyond our reach.
To talk of him must make old language new
In heavenly, as it did in human, speech.

By Dorothea Lindstrom, student in State Normal, Bridgewater, Mass., C. E. Doner, teacher.

Simple, Practical, Rapid Single-Stroke.

ABCDEFGHIJKLMNOPQRSTUVWXYZ& CAPS.

abcdefghijklmnopqrstuvwxyyz. 1234456677899031

For Parcel-Marking, Map-Lettering, Mechanical Drawings, Indexing, Labels, Tickets, Catalogs, Documents, Etc.

May K Smith, 814 Washington St., Monroe, Michigan. Lesson 10.

This lettering was done by May K. Smith, 814 Washington Street, Monroe, Michigan, who is taking the Zaner Method Correspondence Course.
Public School Teachers find this work very helpful and interesting.

Many things are called legitimate simply because they are old. Napoleon

Skillful ornamental penmanship by James D. Todd, penman and engrosser, Salt Lake City, Utah.

A man is fortunate if he can give up his youth entirely to the business of getting an education, but no man need remain uneducated because he is compelled to go to work while others are at school or college. There is no excuse, today, for the ignorant man, the man who can use his eyes and remains ignorant, no matter what his condition may be, remains ignorant by choice, not by necessity. No man need leave his work for one hour in order to gain an education, he can educate himself while he works. This is precisely what a great many of the best men have done. The story of American life, especially, is full of examples of boys and men who have turned a working life into a continuous school.

This specimen was written by Laura Baker, a student in the West Virginia Business College, Fairmont, W. Va. Mr. John C. Kliewer is her penmanship teacher. Mr. Kliewer reports that Miss Baker is a very fine student in all other commercial subjects.

A bulletin from the **Wilcox School of Commerce,** 9999 Euclid Avenue, Cleveland, Ohio, came to our desk. From the course of study we see that they are giving a three-year course in Business Training, Accountancy, etc. The cover is printed in two colors.

A well illustrated catalog has been received from the **L'Ecole Commercialle Pratique Cote,** Saint-Hyacinthe, P. Q. Among the illustrations are a number of fine specimens of handwriting. This school is giving penmanship the attention it deserves in a Business College.

A beautiful catalog in an envelope beautifully addressed in ornamental style has been received from the **Barnes Commercial School,** Denver, Colorado, sent in by Norman Tower, penman. There are some very beautiful specimens of engrossing in the catalog. The catalog is chuck-full of photographs of former pupils and schoolroom scenes. It is all in all an extremely attractive business college catalog.

A newspaper clipping has been received announcing the marriage of **Carl B. Boland,** Calhoun City, Miss., to Mae Provline. Mr. Boland is now in business but still remains a very staunch Zanerian. He supervised writing in the city schools of Calhoun City, Miss. We wish the young couple much success and happiness.

Our Debt

Our education is paid for by everybody, because everybody pays taxes in one way or another. This means that everybody is helping to educate us. We must educate ourselves to serve all the people, and not merely to make ourselves richer.

This specimen was written by Josephine Krupa, who is preparing as a penman in the Zanerian College of Penmanship.

By C. A. Romont, 71 Chandler St., Boston, Mass., one of the most skillful students of flourishing in the United States.

Lord deliver the laddies before Thee from lying, cheating, cowardice and laziness, which are as the devil, be pleased to put common sense in their hearts, and give them grace to be honest men all the days of their life.

No man is born into this world whose work is not born with him; there is always work, and tools to work withal, for those who will. And blessed are the horny hands of toil.

A specimen by J. J. Bailey, High School of Commerce, Toronto, Ont. Mr. Bailey's series of ten pages will be continued next month.

450^{50} Chicago, Ill., Sept 7, 1917.

Thirty days after date pay to the order of The W. W. Winn Co. Four Hundred Fifty 50/100 Dollars

Value received and charge to account of

To C. C. Cramm,

No. 17 Due 10/7 Norwood, O. W. M. Brinker.

By C. Spencer Chambers, Supervisor of Handwriting, Syracuse, N. Y.

A Writing Experiment in the Primary Grades of the Gary Schools

JANE ROBERTS, Primary Supervisor, Gary, Indiana.

(The first talk given at the Indiana State Teachers' 76th Annual Session, Indianapolis, Indiana, on October 17th).

REASONS FOR UNDERTAKING THE EXPERIMENT

When I went to Gary five years ago as kindergarten-primary supervisor, I found one of the **most formal of commercialized writing systems** being used in which small writing was being taught in the primary grades. In conversation with some of the teachers, I discovered they were much dissatisfied with it, both as a method of teaching writing, and with the results obtained. Permission was granted by the superintendent for us to select two first-grade teachers who were especially interested in the writing problem, and to have them try something different.

The results obtained by these two first-grade teachers the first year were so satisfactory that the experiment was enlarged to include all the first grades in the city the next year. The third year it included all second as well as first grades, and the fourth year all first, second, and third grades. We have been much happier in our teaching of writing since doing it according to the "dictates of our own consciences" and much better satisfied with our results.

The 1B writing is done at the board or on very large sheets of paper.

Fundamental Ideas Guiding Procedure

In the discussions between teachers and supervisors, one of the first ideas brought out was that our teaching of writing lagged far behind our teaching of reading in the primary grades. The teaching of reading twenty-five or more years ago was on the same plane that the teaching of writing in Gary was five years ago.

The old methods of teaching reading started with a meaningless symbol and proceeded to build these up into wholes —words and sentences. For instance, the child who was taught by the alphabetic method was taught the names of the letters; then taught to combine these into syllables; such, as, eb, ib, ob, ub. Next, the syllables were combined to produce words as bib, bob, etc.

In the phonic and phonetic methods, the child first learned sounds instead of names of letters. These he gradually combined into words and the words into sentences. The resulting combination that he read as taken from one old phonetic reader was as follows:

Has Sam a cap?
Mab has a map.
Has Mab a cap?
Sam has a cab.
Has Sam a map?
Sam has a cap.

These methods were synthetic. That is, they started with parts, and built them up into wholes. Even when they are built up into wholes, they are not meaningful, as they are not intimately related to the child's life. Sam's cap and Mab's map held, to put it mildly, a minimum of interest for any child.

There are probably very few teachers in the United States today who would think of teaching reading by such methods. But synthetic methods of teaching writing are very common all over the country. The little six-year-old just starting to school is given meaningless letters to practice over and over again with no motive other than that of doing it because the teacher tells him to do it. This practice is alternated by equally meaningless movement drills. After a time the letters are combined into words as unrelated to the child's mutural interests as is the selection about Sam's cap. The following list of words, taken from the Manual for Grade 1 of a popular method of teaching writing, proves this point: in, win, it, tin, we, see, ice, on, run, add, and, go, quit, jar, pin, let, be, he, ask, far, you, vine, ax, zoo.

When these words are supposedly mastered, the sentences made from them read like this:

Come see me.
Oh, see me run.
Anna can play.
Ella likes to read.
Busy bees make honey.
etc. etc.

From such reasoning as the above, we evolved this principle on guiding thought for our teaching of writing: Beginning writing, like beginning reading, should be meangingful from the first.

A second principle which naturally grew out of the first is, in order to be meaningful, writing must be made an analytic, not a synthetic, process; that is, it must start with a meaningful whole and proceed to the parts.

Letters and movement exercises convey no meaning to the child and should be avoided except as the child sees the need for them as practice **after** he has expressed his idea in writing. Whole words or sentences intimately related to the child's own life and experience are the only possible meaningful wholes.

It is perfectly possible for a child to be given a word which holds meaning for him, but because he is given no purpose in performing the writing of the word there is a lack of interest.

This gives us a third guiding idea, viz:

The Writing of Meaningful Units Should be Motivated.

For example, the teacher might ask the child to learn to write "cat." The word is meaningful,—that is, connected with the child's life and experience. But if he is given no purpose in writing it other than that the teacher has asked him to do so, his performance can hardly be anything but indifferent.

On the other hand, if the teacher or a child proposes making a book containing attractive pictures of pets and well-known animals and writing their names under their pictures, the child has some goal for which to work when he learns to write "cat." He cannot write it in his book until the writing is legible and the very best he can do. With such a motive, the work is approached with interest and pursued with determination.

A fourth fundamental idea is—

Practice or Drill in Writing, As in All Other Subjects, Should Be Motivated.

The carrying out of a project, such as that described above, easily provides for the motivation of drill. A child is willing to write over and over the word or the letter that he **wants** to learn to write well. Let us suppose that in writing "cat," a child makes the "a" backwards. The teacher sees his difficulty, shows him how to make it correct, separating it from the rest of the word, and the child practices it and afterwards puts it with the rest of the word. Here he sees the reason for practicing a single letter. He must make it correctly in order to have the word good enough for his book. Practicing under such circumstances the writing of "a" is very different from doing it as an exercise in writing, merely because the writing period has arrived and the book says to write "a".

Miss Marie Kellar of the Trenton, N. J., public schools, states this well when she says, "Drill is most essential in teaching writing. To be valuable, however, drill must be vital and it is easily made so when the subject matter presented for accomplishment is of present value and worth to the child."

A fifth idea which guide all first-grade teachers is—

All Beginning Writing Should Be Done on the Board or Very Large Sheets of Unruled Paper with Large, Coarse Pencils or Crayons.

For years modern educators have recognized the fallacy of having young children use small materials, read fine print and engage in activities requiring close concentration and resulting in eye and nerve strain. The kindergarten has discarded its Froebelian materials almost entirely.

Printers of children's books have very definite standards for size of print, width of stroke, distance between words and lines, etc. The tendency is to increase the size of print over what it is in existing books. A comparison

of a modern primer or first reader with an old book meant for beginners, is an interesting comment on the influence that studies of young children have had on the content and make-up of books.

In spite of the fact that this knowledge of the child's physical make-up has influenced these fields in education, writing has lagged behind. We have required the six-year-old, who has never been permitted to handle small materials or to use his eyes on fine print, to use a pencil the same size as that an adult uses.

If teachers wish to bring their teaching of writing up to the standard they have attained in other subjects, they must eliminate this fault by requiring children to use the blackboard more freely, by using large sheets of unruled paper, and crayons or beginners' pencils.

6. Writing in All Primary Grades Should Be Large.

This does not mean, of course, that these older children will continue to use unruled paper in large sheets, although many 1A's can profitably do this. The size of the paper can be gradually decreased, for the children show a natural tendency to decrease the size of the writing. Our experience during the past few years has taught us several things. We find that as children become accustomed to the use of the writing mediums, they tend to decrease the size of the writing. Folding a sheet of newsprint in halves and later into fourths will help to regulate the size of the writing when this tendency shows itself. The fold in the paper also serves to gradually accustom the children to the idea of writing on lines.

When children begin writing on lines, they should be at least one inch apart. Wider rulings would be desirable. Our experience seems to show that second and third-grade children who write the tall letters an inch high get much better letter formation and slant than those who make tall letters only half an inch high.

7. The ability to give attention to several things at one time is very much lacking in the six-year-old. Therefore, as little attention as possible should be demanded for such things as posture, holding of pencil or crayon, position of hand on paper, etc.

There was a time when primary teachers required each little reader to stand erectly on two feet, hold his stiff and unwieldy book in one hand, lift his head and read in a loud tone, "I—see—a—cat!" No wonder he read word by word. He was thinking about how he was standing, how he was holding his book, whether he was reading loudly enough for every one in the room to hear, instead of what he was reading.

Nowadays the skillful primary teacher does everything she can to help the child concentrate on the content of what he is reading. She asks him to sit while he reads, thus doing away with the problem of standing erectly and holding a stiff book; she provides him with a marker to help him keep his untrained eyes on the "right place." He reads in a natural tone of voice, only loud enough for his own little group, gathered about the teacher, to hear. Thus, conditions are made as favorable as possible for concentration on the content of the reading.

Many commercialized system of writing are requiring of the six-year-old in writing today what the teacher of twenty-five or fifty years ago required of him in reading. They dictate that the child must sit very straight with both feet on the floor; the left hand in a certain spot on the paper; the pencil tilted at exactly the right angle; the arm moving on a hypothetical muscle in the forearm of the six-year-old; a little "bridge" kept open underneath the wrist, the pincil held so lightly that the teacher can slip up and take it away without warning and without having to pull, etc., etc.

The teacher, should, of course, not permit such a posture or holding of the pencil as would be detrimental to the child's health or future writing habits. For example, he should not put his head on the table while he writes; he should not rest his hand on the board while writing at the blackboard; he should not be permitted to hold his pencil in a way that would make it impossible for him ever to write well.

8. The teacher should have clear-cut standards for judging a child's writing, and means of diagnosing his difficulties and applying the proper remedies.

It often happens that a teacher knows her pupils' writing is not satisfactory, but she has such general standards that she is unable to say what makes it poor. As a consequence children practice aimlessly, spending as much time on the things that need no attention as they do on their difficulties. For example, a child may make practically perfect letter forms for his grade. But lack of uniform slant and spacing may be causing his writing to be hard to read. Unless the teacher is able to diagnose his difficulties and call the child's attention to his errors, having him practice specifically for the overcoming of them, improvement will not take place as rapidly as it should. The case is the same as children studying words in spelling which they already know how to spell. It is wasted time.

There are a few other considerations which could not be designated as principles, that we observe in our teaching of writing. They are as follows:

1. Use of ink.

Our experience during the past few years leads us to believe that the 3B grade is too early to begin the use of ink. It complicates the writing problem so greatly to add this one element, that children who are often good writers with pencil, become very poor ones when using ink. For this reason, ink is not used in 3B at all. Only very exceptionally good writers in 3A have it, and that only toward the end of the 3A semester. A whole class does not need to use ink, just because a few children have reached a stage where they can successfully use it. Most 3A grades would be much better off not to use ink at all.

2. Length of writing period.

We believe that the actual time spent in writing should not be over ten or fifteen minutes—usually ten. The passing and collecting of materials will lengthen this, according to the skill of the teacher in organizing the distribution.

When the writing is properly supervised and motivated, teachers often allow children to try to write too much at one time. Their speaking vocabularies are so much larger than their writing vocabularies, that they want to express more than they are able.

(Continued on page 35)

Mary P. Torin, who designed, lettered and painted the above Christmas card, is studying engrossing in the Zanerian College of Penmanship, Columbus, Ohio. She is specializing on Christmas, Easter, Birthday and other greeting cards and has already received many orders for handmade cards. Those who are interested in art will find the preparing of cards both interesting and profitable.

PUBLIC SCHOOL HANDWRITING

By FRANK H. ARNOLD, Supervisor of Writing
Spokane, Washington

MUSCULAR MOVEMENT WRITING HABITS

Some few weeks ago I prepaid a bulletin for the grade school teachers of Spokane. Among the things that I discussed in the bulletin was the reason for the failure of many pupils to become muscular movement writers. I listed in remarks that I made the following seven reasons for our difficulties:

1. Position of the last two fingers often prevents the proper sliding of the hand upon the nails.
2. Fleshy part of the hand often touches the desk and acts as a brake.
3. Too much of the right arm is off the desk.
4. Teachers often fail to check position of the hand and fingers several times during a writing period.
5. Writing is often taught only during the penmanship period.
6. Pupils are not graded properly. More credit should be given in the first five grades for the effort to write with muscular movement.
7. Pupils spend entirely too much time in writing single letters, single words, one-line sentences and movement exercises.

In this article I shall have space to discuss only the last two points that I have mentioned. I shall take up point "6" first.

There are far too many teachers among us that lay too much stress on form in the first five grades. So long as we give Johnny an excellent grade in writing merely because his writing looks well from the form point of view, just so long will Johnny painstakingly and laborously write as accurately as possible with his fingers. Johnny is no fool; he wants good grades to take home to his fond parents, and he soon learns that careful finger writing "brings home the bacon", so to speak.

Children in the first five grades should be told very definitely in very plain language that they will be given a failing mark in writing, if they do not make an honest attempt to use proper movement. The teacher must have a world of patience, of course, but the main thing that she must consider is the honest effort on the part of the pupil to do his writing **in the right way.** For this honest effort, she must give a liberal grade. I do not hesitate to tell our teachers of the first five grades to give the child 50% for his effort to write with muscular movement. No matter how poorly the child writes so far as form is concerned, he can be told at the beginning that one half of the possible grade that he can get will be based solely on movement. The rest of his grade in writing can be determined by form, neatness, arrangement, etc. If we follow a system of grading similar to the plan that I have outlined, children will make a greater effort to write in the right way. They will hesitate to write with their fingers when they know that they will be given a failing mark, if they do so.

Some of you may say, "Are you going to keep the child from passing from the fourth grade to the fifth grade merely because he fails in writing?" No, no, I have no thought of that. But the child is going to be told that he failed in writing even though he passes in other subjects. Let him know that he is a fifth grade student in all his other subjects, but that he is only a fourth grade student in writing. I firmly believe in this plan. I am urging my teachers to adopt it. If you think you have a better plan, let us know about it in the columns of the Business Educator.

Permit me to repeat at this time point "7" so that you may have it clearly in mind as I discuss it. Here it is: **"Pupils spend entirely too much time in writing single letters, single words, one-line sentences and movement work.**

To illustrate the points which I wish to make, let us consider for a moment the words "moon" and "nine". The second grade child can soon be taught to write those two words with the very best of movement, but what of it? In the word "moon", you have only three different letters, and in the word "nine" we find just three. There are twenty-six letters in the alphabet and if we write a paragraph, we will write practically all of them. I shall quote below a paragraph found on page "6" of Correlated Compendium No. 6: published by The Zaner-Bloser Co., Columbus, Ohio.

"Habit"

"What we do over and over again becomes a habit. Our habits make up a great part of what we are. Good and bad habits are made in the same way. We may have good habits of writing, speaking and acting by doing these things as well as we can all the time."

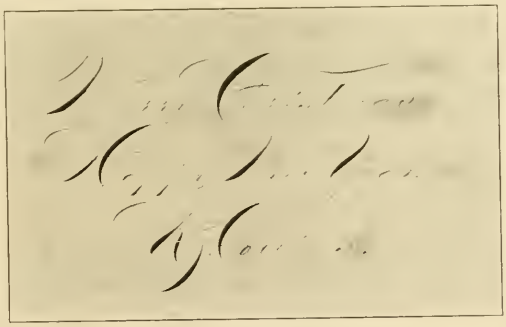
A careful count of the different letters in this paragraph shows that only four of the twenty-six are missing—j, q, x and z. By practicing a paragraph of this kind, the child writes continuously for three or four minutes on different words. He writes twenty-two letters of the alphabet instead of three or four. He learns to write with speed several different letter combinations such as "w-e", "v-e", "b-e", "b-i", "w-r". He gets practice, too, in writing such difficult letters as "k" and "f". He gets abundant practice in this paragraph in writing the loop letters—"h", "b", "g", "y" and "l".

This is the type of matter that will develop movement. Word practice and single letter practice will develop form, but such practice is not suitable for movement work except in the lowest grades.

Here are the instructions that I give to our teachers relative to the writing of paragraphs:

1. Have the child commit to memory all of the paragraph or at least the greater part of it. When he begins to write, he should not look on the book, if he can possibly avoid it.
2. Children should attempt to write the paragraph from beginning to end with rapid, muscular movement.
3. These things should be stressed in this type of writing—speed, proper movement, alignment, complete word endings, and small loops.

We attempt to improve the form of writing by other methods. I cannot discuss this matter now. I have just got a good start in the discussion of my subject, but I am sure I have used all the space that can be alloted to me. I shall continue to write along this line in the January issue.



From the pen of the late R. S. Collins.

JUST IMAGINE

By C. R. McCANN, McCann School of Business
Hazleton, Pa.

Several years ago there were two young men in their Freshman year in an Eastern College. One was red-headed and brilliant as most boys with that color of hair are. The other fellow was just the average run of boy. In fact, no one would take a second look at him—there was nothing to attract the attention of the onlooker. The red-headed boy could grasp his studies very quickly and was the admiration of the entire school for his brilliancy of mind. The other fellow was usually at or near the bottom of the class. It wasn't that he did not study but he could not grasp his subjects quickly. But what he did grasp never left him. He believed in himself which was more than most of his teachers did and this proves that some teachers are wrong sometimes.

After graduation day has passed both went out to tackle the old world and to find out that things are not so easy as in the class room. Both had to paddle their own canoes. Everyone predicted a wonderful future for the red-headed fellow but such was not the case. He expected to set the world on fire with his brilliancy but when some people want to appear dumb, brilliancy does not dazzle them very much and a few men are noted for their dumbness in business affairs. The business world is cold-blooded—it is the survival of the fittest. In classroom a mistake can be corrected but out in the business fields, they are recorded and erasures are not permitted. This is the place where that old fellow Experience plays a heavy part in the show. Some men in business assert that a College Graduate who enters business is four years behind the boy who enters without the College training. That remains to be seen but in many instances it depends upon the boy himself. Very little was thought of the other fellow but he kept right on and added to his training each year by attending a Special Summer Session.

In the hurly-burly of the busy life that so many of us enjoy, both of these men were lost sight of for several years. Twenty years later we find them both working but the red-headed fellow has been passed by the one who was supposed to be dull and slow to grasp his subjects. The red-headed fellow thought that he did not have to study to keep abreast of the times. Boys and girls who do not study soon slide down the hill and before long strike the bottom. The bright student thought things must come to him as they had all his life and when they did not, he thought the world was against him. He soon became grouchy and morose. No doubt, this was due to the fact that he never married. It is said marriage settles one. There are some men who are so conceited that no woman on earth could ever do anything with them.

The dull fellow kept advancing all the time, married, settled down and in a few years had become the head of a department in a large university. Today he occupies a position that is envied by thousands of persons. The bright fellow just wrote to his old school asking them to recommend a position to him as he needed work. He was almost down-and-out.

I was much interested in these two fellows so wrote asking them how they were getting along. The dull fellow wrote and said that he was still plugging along every day and that his dreams were coming true—dreams that he had had when he was in school. He had pictured himself at the top of his chosen profession. The bright student has not answered my letter yet.

That leads me to this thought. Do we picture ourselves ahead twenty years or are we satisfied just to let well enough alone and let each day take care of itself? We can make ourselves do whatever we want if we will only chase ourselves around a little. Some want little in this world. Let them get what they want. You get what you want.

We often hear this expression, "There is nothing new under the sun." It is as old as the hills about us. Views and scenes are constantly changing about us. All we have to do is to change them to suit our needs and pick out what we desire.

Columbus imagined that he could reach a new way to India and that the world was round. People laughed at him as they usually do. What the mind does not know it tends to oppose. If you went down the street and offered perfectly good ten dollar bills for five dollars, people would not buy them because they would imagine that there was something wrong. Most people follow a leader like sheep—don't think for themselves. Day dreaming is a wonderful thing if it is properly conducted.

Several years ago a young fellow was clerking in a grocery store. He went to a cafeteria for his luncheon. He stood waiting in line with his tray because some fat woman was pondering whether or not she should buy this or that. Some women get panic stricken when they must decide in a hurry. It was true in Biblical times and I suppose it will always be true. This woman being large and our grocery clerk could not pass her. She did not care about other persons—she was perfectly happy with herself. In this case it was a good thing that she was slow because that gave Clarence Saunders a chance to day-dream a little and imagine that the same idea as used in the cafeteria could be applied to a grocery store. In a short time the Piggly-Wiggly Grocery Store idea was put into use and a twenty-dollar-a-week grocery boy soon became a millionaire. However, when he started to do other things outside of his own line of work, he lost his fortune as so often happens. Some men think they can make success out of anything they attempt. "Stick to your own knitting," is a pretty good slogan to follow for those fellows.

Not so long ago we celebrated the anniversary of the incandescent electric light bulb. When Thomas A. Edison went to school, he was told by his teacher that he would never amount to anything. His mother took him in hand and must have made a pretty good job out of it. This looked bad for the teacher but that was in the days when they didn't have the training they have today. Don't think either that because your teacher tells you that you will not amount to anything that you will be an Edison. Not by a jugful. What Edison found out with his experiment was that light could be produced by heat. The only objection was that if it became too hot, it would burn in two. He found out that wherever oxygen was found combustion would take place. The rest was easy when he put the wire in a little glass bulb and withdrew the oxygen. Those of us who push a little button and produce light think very little of it unless we are of the old school. In the olden days the men folks took the eggs and butter to the country store in exchange for a few gallons of coal oil. Then wicks had to be trimmed and chimneys polished. When company came, the best lamp was reserved for the visitors. However, this is another story.

Imagination is a wonderful thing. About a year ago I passed an old barn at a cross-roads on a main highway. This summer I had occasion to pass this same spot again. I hardly recognized the old place. It had been completely changed and a Gasoline Station was in its place. All it required for the owner of the old barn was a few dollars and a little elbow grease properly placed and imagination or day dreaming—no matter what one calls it. Its owner is reaping a small fortune for his thoughts.

To those who are not inclined to be bookish, it might be a good thing to day dream often. In this way you can decide upon something that you intend to do in life. Be sure you have dreamed about the bad features of your air castle first. The good points will take care of themselves. It is the bad features that cause all the trouble.

Every business needs a dreamer as well as every profession. He must, also, be a doer or get into partnership with someone who is pretty good at interpreting dreams. No doubt, the red-headed artist in this article might have amounted to something if he had a

(Continued on page 31)

J. D. RICE

Possibly one of the most enthusiastic teachers of penmanship in the United States is J. D. Rice, Handwriting Expert, Penman, and Accountant with the Chillicothe, Mo., Business College. His pupils are subscribers to the Business Educator and he states that they are very much interested in it.

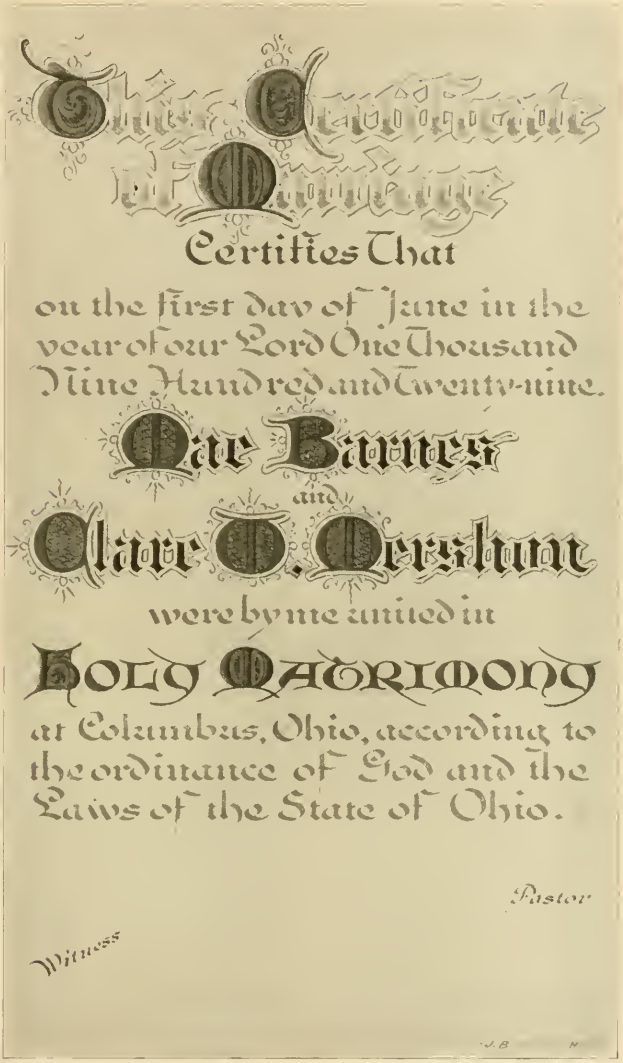
Mr. Rice received his education in the city schools of Cameron, Missouri, two years in the State Normal at Chillicothe, two years in the State Normal of Illinois, one year post graduate in Commercial, and one year in Pen Art Course under the noted Penman, L. M. Kelchner.

After graduating under Mr. Kelchner, Mr. Rice, attended the Grand River Academy for a year, receiving a Masters degree in Accounting. He was then engaged two years as head of the Commercial and Penmanship Departments of that school. Since that time he has been the head of Accounting and Penmanship departments of the Chillicothe, Mo., Business College.

Aside from his teaching he does a great deal of business accounting work and is called upon to testify in questioned handwriting cases.

As a hobby, Mr. Rice enjoys traveling. For the past ten years during the summer months he has toured the country very extensively, having visited all of the notable schools and places of interest in forty-seven states of the Union and seven provinces of Canada and several states in old Mexico. He believes that there is no better schooling than observation.

As a penman, Mr. Rice, ranks as one of the best in the country.



We believe this is the finest marriage certificate ever published in The Business Educator. It was made by J. B. Hague of the J. V. Haring Studio, 13-21 Park Row Bldg., New York City. Mr. Hague received his training in the Zanerian.

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Program of the N. C. T. F.

(Continued from page 7)

E. H. Norman
Baltimore Business College
Baltimore, Maryland
"What is the Most Reprehensible Practice Among Business Colleges?"
P. S. Spangler
Duffs-Iron City College
Pittsburgh, Pennsylvania
"What type of Schools are Keeping Peace?"
C. W. Edmondson
Edmondson School of Business
Chattanooga, Tennessee
"What Should Be Done and How?"
D. L. Musselman
Gem City Business College
Quincy, Illinois
Open Forum to Follow
Election of Officers

Saturday, December 28

1:45 P. M. Room 2
Chairman
J. Murray Hill
Bowling Green Business University
Bowling Green, Kentucky
(Time limit twenty minutes each)
"Safeguarding the Future of the Private Business School"
H. E. Barnes
Barnes Commercial School
Denver, Colorado
"The Relative Importance of Commercial Education"
J. O. McKinsey
University of Chicago
Chicago, Illinois
"The Relation of Administration to Supervision"
D. D. Lessenberry
Business High School
Pittsburgh, Pennsylvania
Discussion

PUBLIC SCHOOLS DEPARTMENT

Friday, December 27

2:00 P. M. North Assembly Room
Chairman
William L. Moore
John Hay High School
Cleveland, Ohio
"Direct Association Method of Teaching Stenography"
Florence Sparks Barnhart
Washington, D. C.
"Typewriting Below the Senior High School"
Jane E. Clem
State Teachers College
Whitewater, Wisconsin
"Bookkeeping—Its Place in the Senior High School"
J. O. McKinsey
University of Chicago
Chicago, Illinois
"Retail Store—Its Place in the High School Program"
Helen Haines
Manual Training High School
Indianapolis, Indiana
Discussion

Saturday, December 28

1:45 P. M. North Assembly Room
Chairman
William L. Moore
John Hay High School
Cleveland, Ohio
"The Measurement of Material Difficulty in Stenography"
E. W. Harrison
Head of the Commercial Department
John Hay High School
Cleveland, Ohio
"Teaching of Typewriting by Dictaphone"
Marion F. Tedens
Supervisor of Typewriting
Chicago Public Schools
Chicago, Illinois
"Teaching of Commercial Machines Used in the Business Offices"
Clyde Edgeworth
Director of Commercial Education
Baltimore Public Schools
Baltimore, Maryland
"Business Training—Its Place in the Commercial Program"
L. L. Jones
Baldwin-Wallace College
Berea, Ohio
Discussion

SHORTHAND AND TYPEWRITING ROUND TABLE

Friday, December 27

3:30 P. M. North Assembly Room
Chairman
N. B. Curtis
Thomas Jefferson High School
Council Bluffs, Iowa
"Power of the Nth Degree"
Minnie DeMotte Frick
Professor of Secretarial Training
Oregon State College
Corvallis, Oregon
Discussion
"Teaching and Learning Skills in Typing"
Harold Smith
Educational Specialist
Gregg Publishing Company
New York City, N. Y.
Discussion
Sadie Meehan
Manual Training High School
Peoria, Illinois
Ruth Palmerton
Joliet High School
Joliet, Illinois
Business (Appointment of Committees)
Adjournment

Saturday, December 28

3:30 P. M. North Assembly Room
Chairman
N. B. Curtis
Thomas Jefferson High School
Council Bluffs, Iowa
"Improvements Made Possible by the Gregg Shorthand Manual, Anniversary Edition"
Eleanor Skimin
Northern High School
Detroit, Michigan
Discussion
"Problems in the Teaching of Transcription"
J. O. Malott
Specialist in Commercial Education
Bureau of Education
Washington, D. C.
Discussion
Business (Reports of Committees and Election of Officers)
Adjournment

BUSINESS ROUND TABLE

Friday, December 27

3:30 P. M. Room 2
Chairman
George I. Pearsall
Waite High School
Toledo, Ohio
"A Supervisor's Views of the Value of Business Contacts for Commercial Teachers"
C. D. Slinker
Director Commercial Education
Garfield Building
Des Moines, Iowa
"Survey Data Pertaining to the Need for Retail Selling Courses"
E. W. Barnhardt
Chief, Commercial Education Service
Federal Board for Vocational Education
Washington, D. C.
"Significant Contributions of Commercial Education" (What Additional Contributions Other Than the Teaching of Technical Skills Can We, as Teachers, Make to Commercial Education?)
"Benefits Which We Might Expect from a Closer Cooperation Between the Schools and the Business World"
J. Dimond
Cadillac Motor Car Company, Chicago Branch, 2301 South Michigan Avenue
Chicago, Illinois

Saturday, December 28

8 3:15 P. M. Room 2
Chairman
George I. Pearsall
Waite High School
Toledo, Ohio
"A report of the Grand Rapids Survey of Commercial Education"
A. J. Avery, Chairman
Commercial Education for Junior and Senior High Schools
Grand Rapids, Michigan
"A Report of the Follow-up Study of 3000 Commercial Graduates in Iowa"
E. G. Blackstone
University of Iowa
Iowa City, Iowa
"Office Equipment Survey of Philadelphia"
J. G. Kirk
Director Commercial Education
Ramsey Bldg., Pine Street, below 12th
Philadelphia, Pennsylvania
"A Study of Clerical Positions for Boys in Large Chicago Offices"
Lois Bennett, Vocational Advisor
Chicago Public High Schools
460 South Street
Chicago, Illinois
"A Round Table Discussion Upon the Progress of Commercial Education as Evidenced by These Surveys Reports"
J. O. Malott, Specialist in Commercial Education Bureau of Education, Department of Interior
Washington, D. C.

COLLEGE INSTRUCTIONS ROUND TABLE

Friday, December 27

3:30 P. M. Room 1
Chairman
Paul S. Lomax
New York University
New York City
"Improving the Teaching of College Commerce Subjects"
a Accounting
b Business Administration
(Speakers to be selected)

Saturday, December 28

3:15 P. M. Room 1
Chairman
Paul S. Lomax
New York University
New York City
A discussion of the 1929 Yearbook Number XVII of the National Society of College Teachers of Education, entitled, "Current Educational Readjustments in Higher Education," and published by the University of Chicago Press, Chicago, Illinois. This discussion will be carried on in terms of a set of mimeographed questions that will be placed in the hands of each member attending the Round Table.
Adjournment

PENMANSHIP ROUND TABLE

Friday, December 27

3:30 P. M. Room 4

Saturday, December 28

3:15 P. M. Room 4
Chairman
M. E. Tennis
Illinois Business College
Chicago, Illinois
The Penmanship Round Table officers have promised very interesting and unique programs for both of its sessions. The list of speakers includes:
C. A. Higgins
Marquette, Michigan
Charles Howe
Philadelphia, Pennsylvania
R. R. Reed
Big Rapids, Michigan
D. W. Wedding
Chicago, Illinois
G. E. Spohn
Madison, Wisconsin
The topics for discussion include "Simplification of Penmanship Forms", "Penmanship from the Business Man's Standpoint", and other problems in the field of penmanship in which every commercial teacher should be interested. This Round Table is also planning to present the National Commercial Teachers' Federation with an official emblem and is arranging for a formal dedicatory service as a feature of the convention banquet.

STENOTYPE ROUND TABLE

Friday, December 27

3:30 P. M. Room 3

Saturday, December 28

3:15 P. M. Room 3
Chairman
Gertrude O. Hunnicutt
Chicago, Illinois
The Stenotype Round Table is the infant of our organization; infant only from the standpoint of age, but a very robust child. This Round Table will hold two sessions, Friday and Saturday. The program is being prepared and all who are interested in Stenotypy will not be disappointed in it, if the officers' promises are fulfilled—and we have every reason to believe they will be. We feel sure that if you are not now interested in Stenotypy, you will be when you receive your official copy of the program.

CORRELATED HANDWRITING

By MISS MILDRED MOFFETT

In reply to those who tell me that they never have been successful in getting their handwriting instructions to "carry over" into the other school subjects.

In the course of my travels I have visited many classrooms in which the mechanics of writing were being taught very carefully during the penmanship period. That is, the teacher made sure that every child was sitting properly and following her instructions regarding the holding of the pen and paper. And having commanded every one of her charges to keep that position, she proceeded to give **formal drill,** consisting of all of the variations of **oval** and **push-pull** drills. By the time she had conscientiously herded all of her flock to the point where all could keep with her count **exactly,** the penmanship period was over.

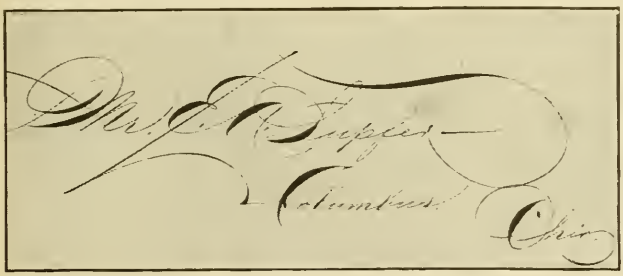
Most teachers give up the struggle after so long a time, acknowledge their failure frankly, and proceed to let the children follow their own devices when it comes to getting spelling, numbers, and English work put on paper. True, they take a day off now and then to scold a bit and put forth an extra effort during that fifteen minute period of **ovals and push-pull;** but, there is no noticeable improvement; and why? The solution is very simple when we pause to think it through. For years many teachers were blind to the fact that in truth they were not teaching **handwriting** during that one period in the day when they were centering thoughts on getting better results. Many teachers still do not realize the necessity of **showing** children **how** to write spelling, numbers and other work which must be done with pen or pencil. If we expect a child to improve in his daily written work, the **act of writing** of a word must be taught just as the spelling must be taught. However, I must pause to say that writing is not the only subject which is poorly taught. For instance, I have found only recently, children in all grades, from the first through the eighth, being punished for mis-spelling words. In many instances children were mis-spelling words because they had difficulty transcribing from print to script, and the teacher had not bothered to show the class **how to write** the spelling lesson.

Many of the errors in arithmetic are due to the fact that children are not taught to read the number first, before attempting to put it on paper. In copying figures one at a time, they are very apt to make a mistake which causes them to miss the problem. Would it not be better to take time to teach them how to make all of the figures correctly, and then help them to see the advisability of knowing what it is they are going to put on paper before they begin to write the number. A child or grown person either one, is much less apt to make mistakes in copying if he reads the entire number, visualizes it and then writes it, rather than copying one figure at a time. Mere drill in digit writing is not sufficient, they must be taught to see, read and write entire number units, if we are to have fewer mistakes in arithmetic.

It is no longer necessary for teachers to grope in the dark in the matter of correlating writing with the other school subjects, since Dr. Frank N. Freeman of Chicago University has, in his usual careful fashion, made a set of writing books which are designed to give the children writing experience from the very beginning, when the desire to learn to write is the greatest.

The needs of the children in each grade or period of development have been carefully considered; for example, the work of the first and second years is largely **vocabulary work** which correlates with the reading and story work of the grade. In the third grade additional experience comes with the child's desire to be able to write letters, compositions, etc. Spelling words which are most frequently mis-spelled because of writing difficulty, are given throughout the course according to grade.

To put it briefly, the course is planned to give the children writing experience and writing drill according to the needs in the various stages of development, rather than imposing penmanship drills which were originally intended to help adults improve their product or aid them in becoming professional penmen. Is it not a waste of valuable time and energy for teachers to continue training children from the professional penman's standpoint rather than from the standpoint of the children's class-room needs?

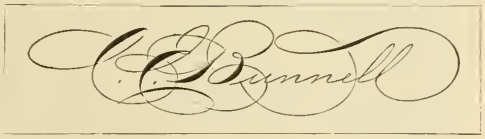


By S. H. Kallenbach, Greenburg, Pa.

By Frank A. Krupp, Austin, Minn.

Junior-Senior High School Clearing House is the title of a magazine published by the American Viewpoint Society, Ind., 13 Astor Place, New York, in the interest of Junior and Senior High Schools. The following are some of the topics which will be discussed in the future issues:

Curricular Innovations
Small High Schools
Buildings and Equipment
Student Life
Classroom Procedures
Records and Reports
Natural Science
English Expression
Social Studies



By E. A. Lupfer.

ORNAMENTAL PENMANSHIP

By E. W. BLOSER

Mr. Bloser was considered by penmen as America's finest ornamental writer. The instructions for the course were written by E. A. Lupfer and the copies were lent to us by G. G. Hoole, Glendive, Montana.

No. 3

Things which are of the most value to us are those which we use most. The specimen in this lesson, written by Mr. Bloser, has seen considerable usage. It was one page out of a course in ornamental penmanship. This accounts for the ink spots and blurred places appearing upon the reproduction. Hours have been spent by a number of penmen endeavoring to master these letters.

The first line of "C's" is beautiful. Notice the swell shade. Study particularly the shade on the second "C". It has plenty of snap. It bulges quickly and diminishes quickly, and appears high on the letter. The first oval is horizontal. The final oval is also horizontal and is split by the base line evenly. The first letter can be used to advantage in card writing. The shade below the line should not interfere with the small letters. It is really half an oval. On the second line you will find a variety of "C's". The combination of three "C's" is an excellent

exercise to develop movement and strength of line. Get that pressure up and down quickly and do not get a shade except where the shade belongs. Some form the habit of getting a slight pressure on all down strokes which is not indicative of skill.

The "D" is a beautiful letter, especially the way Mr. Bloser made it. I like the third "D" on the first line of "D's". Notice the height of the first oval and the height of the shade. Do not get the first oval higher than the body of the letter. Also try to stand the little loop up on the base line. Several varieties of "D's" are given. The one made from the capital stem is beautiful and is hard to make. Keep the body narrow.

If you have difficulty with any letter, especially in placing the shade in the right place, try it a few times without any shade whatever as suggested in the first letter in the line of "D's". Never patch the shade on. This unshaded letter is given only to get the form of the letter. The shades are made with one sweep of the pen.

The "E" begins the same as the "C". Keep the little loop in the center of the letter and study the shape of it. Keep the shade above the crossing. Your attention is especially called to the last "E" on the first line. It is a beauty and deserves your careful study. Learn and imitate them. Notice the second "D" on the next to the last line of "D's". Isn't it a beauty? On the last line are some simple "E's" which you should master. To execute these simple letters in this masterful way is not easy. Simple letters are appropriate on nearly all occasions.

Send your work to us for criticism.

J. H. Bachtenkircher, 715 Brown St., Lafayette, Ind., the well known supervisor of that city, is now displaying considerable skill in the making of scrap books. He has just sent us a beautiful scrap book. The pages are composed of real fine, black, heavy paper, size about 12x18. The cover is stiff boards with a fancy paper back. The pages are bound together with special binding posts. In this scrap book we are going to paste the work of various penmen, so send on your scraps, snapshots or anything which you care to add to the book.

Austin Jones, formerly with the Massey Business College, Houston, Texas, is now connected with the National Business College, Abilene, Texas. Mr. Jones is a penman of unusual skill.

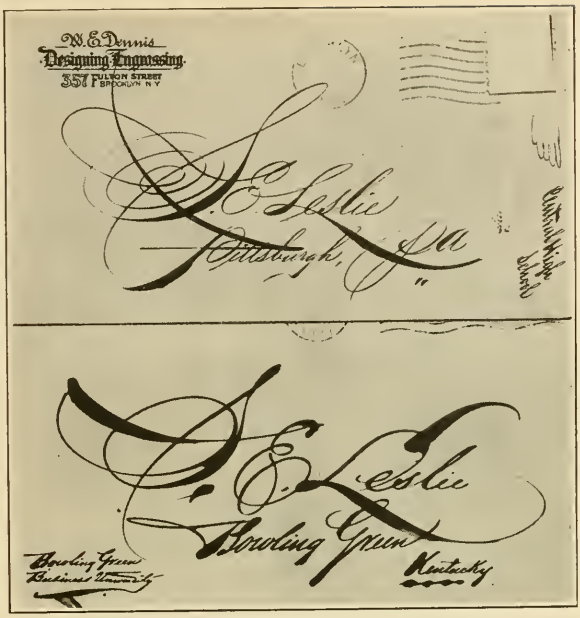
Mr. William W. Loewen, Meade, Kansas, is doing nice work in card writing.

Miss Ione Prehn of Fond du Lac, Wis., is a new teacher in the Troy Business College, Troy, N. Y.

Mr. John R. Fritts, last year with the Lockport, N. Y., High School, is now teaching in the Trott Vocational School, Niagara Falls, New York.

Miss Margaret R. Burns, last year with the Cozad, Neb., High School, is a new commercial teacher in the High School at North Platte, Nebraska.

FOR SALE. School in East Town about 15,000. Live community. Fine opportunity for man and wife. Address B. Y., Business Educator, Columbus, Ohio.

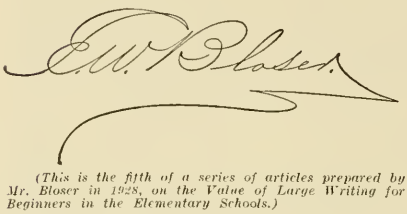


Two beautiful, individual envelopes from the penmanship collection of our good friend, S. E. Leslie, the penman, engrosser and handwriting expert of Cleveland. The envelopes were written by the late W. E. Dennis.

The above specimen was prepared by H. J. Walter, 222 Portage Avenue, Winnipeg, for D. F. Ferguson, President of Success Business College.

The Value of Large Writing for Beginners in the Elementary Schools

By



(This is the fifth of a series of articles prepared by Mr. Bloser in 1928, on the Value of Large Writing for Beginners in the Elementary Schools.)

In the questionnaire previously referred to, here is another of the questions asked:

After pupils have been taught at the beginning of their school work to make large script forms with the arm slightly raised or sliding on the desk, do your experience any difficulty when the time comes for them to write the small adult size, in getting them to let their arms down and in having them keep them down?

The replies received indicate that all use large writing for beginners, about half favoring slightly raised arm movement and the other half sliding arm movement. Both, of course, are whole arm movement, the only difference being that one slides and the other is slightly raised.

In the opinion of some, sliding arm movement accomplishes all that raised arm movement accomplishes and besides trains the arm to some extent for forearm (muscular) movement at the same time.

One leaves the kind of movement to be used to the child. Another likes large script for beginners but finds it is impracticable to continue it beyond grade 1.

Brief extracts of some of the responses, and which are similar to the others, follow:

We have them hold their arms just a little off the desk with pencil point not more than two inches from the end of the first finger. If a child can move his arm on the desk, we do not insist on him raising it. I have very few, if any, complaints from my teachers of pupils keeping their arms raised off the desk in the upper grades.

We get pupils from all parts of the United States and many of whom have received training in one or more of the many systems of writing. Our pupils usually produce better work and our teachers say to me, "I believe it is the start in big writing that our boys and girls get that makes the difference."

With children who have been required to use arm movement in the first grade, the process seems a gradual and natural one. We let second grade children slide their arms on the desks and practice with pencil the first month.

As far as large forms are concerned I thoroughly approve of them. My 1B and 1A classes write one inch high for loops and capitals and one-half inch for small letters. They do better work because of this and have no trouble bringing them down.

We have never had any difficulty in getting pupils to let their arms down or to keep them down.

Experience no difficulty from children because they will want to drop their arms. But not all teachers know when the children should drop their arms.

I think better and quicker results can be obtained by using large writing and raising the arm a little, changing at the middle of the second grade.

It is much easier for children to acquire the arm rest after learning to write large with free arm movement than it is to overcome the cramped stiff, finger movement so many of the beginners acquire by usinp pens, small script and the so-called "muscular movement" from the start.

I have experimented with muscular movement, arms up and arms down (sliding).

Muscular movement emphasized or stressed is too complicated.

Arms up—very little difficulty experienced in getting arms down later.

We like the arms down—sliding on the desk with all our stress upon letter formation, posture and correct pencil holding.

We find that movement is better understood in grades three and four.

I begin by having the finger nails glide on the paper, without mentioning the fact that the arm must come down. Then the first thing we know the arm is resting on the desk and we have not stressed it either. In this way a pupil discovers for himself that the arm must come down in order to do the smaller writing.

I do not have the small adult size until the fourth year. We have the one-half space work with the arm resting on the desk the entire third year. This gives ample time and opportunity to master the arm resting proposition.

We try to get our first grade children to raise the arm just merely off the desk with the third and fourth fingers touching the desk and sliding with the pencil. The arms are gradually dropped down in the second grade. As the size of the script forms is reduced the natural tendency of the child is to rest the arm on the desk.

No, not as much difficulty in changing from free movement with the arm slightly raised to free movement with the arm rest, as there is in changing from the adult size with finger movement to the adult size with the arm rest, or muscular movement.

Possibly one or two in the third grade out of probably forty children may raise their arms at the beginning, but discontinue soon after being trained to write the adult way.

The use of the large script forms in our primary grades does not handicap pupils when muscular movement work is begun. In fact, the majority of pupils in our first grade keep their arms on the desk from the beginning. By using whole arm movement with arms sliding on the desks in grades one and two, some pupils gradually develop muscular movement in the third grade without particular attention.

We have them slide their arms in the beginning and that does not give trouble when we have them write smaller.

I have not experienced much trouble in keeping arms down. I allow the arm to drop at any time, so long as it slides. At the end of the first year all arms are down.

We believe the arm sliding on the desk to be better than the arm slightly raised. We have not found any difficulty in reducing the size provided the youngsters have learned the movement.

I teach the students to let their arms slide on the table when teaching them to write first grade writing in my Methods Class. I have no difficulty when the time comes for them to write the small adult size.

I experience very little trouble in having pupils get their arms down and in keeping them down.

We write large script forms and we experience no difficulty when the time comes for them to write small adult size.

To my mind it is much better to permit the sliding movement at first than to force the rolling on the muscle on little children.

Whole Arm Movement

The members of the N. A. P. T. S. were asked if any of them advocate the teaching of very large forms of letters and the inevitable accompaniment of whole arm movement as a final type of handwriting for adults. There could be but one answer, which is, no. We doubt whether there is a teacher today anywhere who advocates whole arm movement as a final type for practical business writing.

And it could be stated with equal emphasis that neither do the recognized leaders in child hygiene and conservation believe in teaching to beginners in the elementary grades the final small adult type of handwriting with its inevitable accompaniment of a train of evils.

(To be continued)

H. A. Miracle

The above is **H. A. Miracle,** Principal of the High School in Clarksville, Arkansas. Mr. Miracle is a very successful teacher of penmanship. He believes in giving his students the very best handwriting possible.

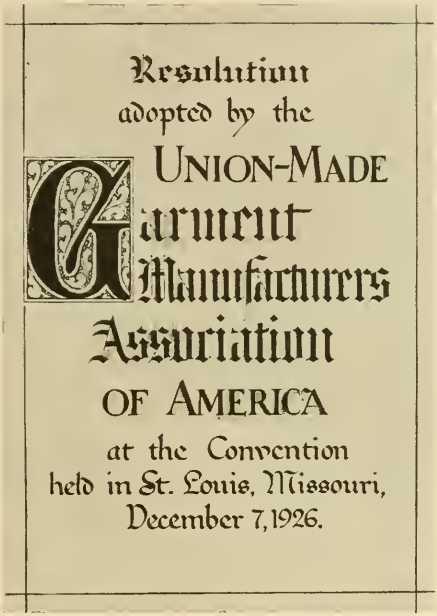
Last year Mr. Miracle was Principal of the Draughon's Business College at Abilene, Texas. The President of that school states that Mr. Miracle won more Zaner-Bloser Certificates that year than was issued to the school any ten years before.

Norman Tower, the engrossing artist, penman and teacher of Denver, Colorado, now has charge of the penmanship work in the Barnes Commercial School, forenoons. He also teaches penmanship for one period a day in another school. The rest of his time is devoted to the executing of high class resolutions. Mr. Tower is one of the most skillful penman in the West. He is very successful in arousing interest in penmanship in others.

Miss Mabel S. Greenwald, recently with the Collegiate Business College, Minneapolis, is now with the High School at Dowagiac, Mich.

Miss Doris Fitzpatrick of Fort Edwards, N. Y., is a new commercial teacher in the Wayland, N. Y., High School.

Mr. Wallace B. McNett of Cuba City, Wis., is a new teacher in the Stephens Point, Wis., High School.



The second of a series of album pages from the Harris Studio, Chicago, Ill.

Miss Maybelle Rardin, last year with the High School at Springfield, Ill., is now teaching in the School of Commerce of the State Agricultural College, Corvallis, Oregon.

Miss Elizabeth L. MacGregor of Wollaston, Mass., is a new teacher in the North Junior High School, Quincy, Mass.

Miss Anna G. Crean has recently been elected to teach commercial subjects in the High School at Lackawanna, N. Y.

Miss Helen Sichler, for the past few years a commercial teacher in the Berlin, Wis., High School, has recently been chosen for similar work in the High School at North Tonawanda, N. Y.

Miss Ruth D. True, for several years with the Rutland, Vermont, High School, is a new teacher of commercial work in the New London, Conn., High School.

Miss Gladys Linderman of Cedar Falls, Iowa, is a new commercial teacher in the Anton, Iowa, High School.

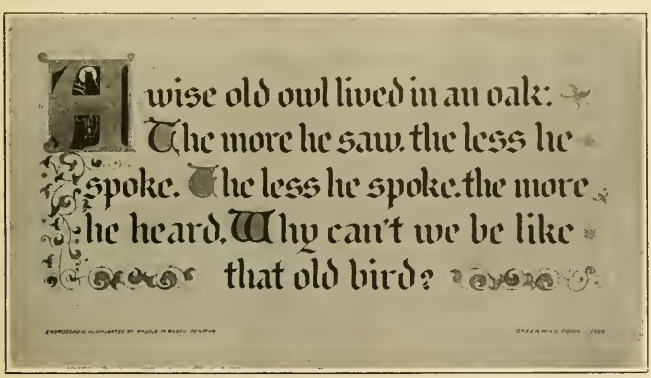
Miss Vera V. Egelston of Rutland, Vermont, has been elected to teach commercial work in the High School at Rutland for the coming year.

Mr. H. A. Lutes of Swampscott, Mass., has recently accepted a position as General Manager of O'Sullivan's Business College, Montreal.

Mr. Lawson F. King of Trenton, Mo., is a new commercial teacher in the Township High School, Pontiac, Ill.

Miss Velna A. Carroll, during the past year a teacher in the Commercial Department of the Ashland, N. H., High School, is now teaching in the High School at Keene, N. H.

Mrs. Myrtle O. Boatman of Greeley, Colo., is this year head of the Commercial Department of the State Teachers College, Peru, Neb.



A very beautiful piece of engrossing by Angelo Rasser, Greenwich, Conn.

Real School For Sale

in Pennsylvania. Receipts last year more than $30,000.00. Excellent equipment, fine location. Attendance in day school now 125 and nearly all high school graduates. Price $15,000.00. Owner has other interests. Address

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Mr. H. W. West, 2030 Riverside Drive, Trenton, N. J., Wins a $200 Prize

A large number of people entered the "Yard and Garden" contest held in New Jersey. More than 500 participants were awarded prizes and Mr. West's stood out above all others. He is very successful in raising flowers which with him has been a pastime and recreation.

It is said that he has not been sick more than one day for the last thirty years which he attributes to his garden hobby.

The West garden is so organized that as soon as the crocus heads emerge from the winter snow the tulips and hyacinths are ready to follow, then the iris, then the roses and the various midsummer flowers. When the fall approaches, the garden is still a full blast of color-dahlias, asters and even carnations. At no time is it without the bloom of flowers. Seldom has organization and arrangement been so well thought out.

We congratulate Mr. West upon his success with flowers. We would like to suggest to other penmen that they develop some hobby for mental and physical recreation. There is nothing better than a beautiful garden for it takes one out in the air and close to nature. It is an ideal recreation and at the same time makes the home more beautiful and a finer place in which to live.

From the **Georgia-Carolina School of Commerce** catalog we notice that our former student, **G. H. Markey,** is now Manager of their school at Brunswick, Georgia.

Alton H. Perry is president of the Georgia-Carolina School of Commerce, and Walter M. Oates, is General Manager. Mrs. E. L. Perry is Secretary-Treasurer, and Miss Carolyn Jessop is Private Secretary of the Georgia-Carolina School of Commerce.

Mr. W. C. Pegg is Manager of the Goldsboro School, Goldsboro, N. C.

Mr. R. T. Kirkbridge is Manager of the Rocky Mount School, Rocky Mount, N. C.

T. A. Matheny is Manager of the Danville School of Commerce, Danville, Virginia.

The schools are all housed in fine quarters. We wish this chain of Business Colleges with its excellent group of Commercial Educators continued success.

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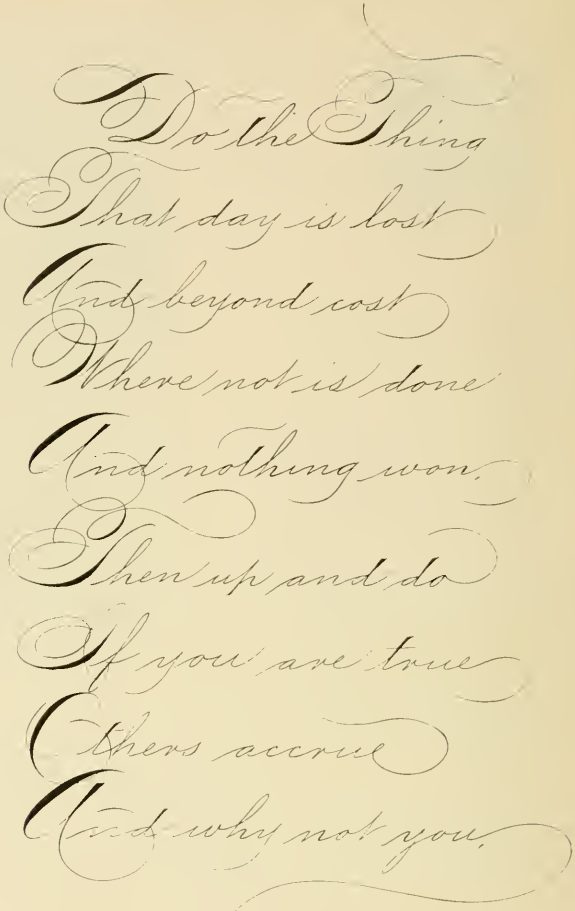


Written by James D. Todd, Penman of Salt Lake City, Utah.

We have recently heard from E. L. Blystone, Ardara, Pa., the penman who is noted throughout the country for his small writing, such as writing Lincoln's Gettysburg address on a piece of paper the size of a dime and writing your name, address and other identification marks on a grain of rice. We regret to hear that he has lost his oldest son, Lorain, whom we believe had promise in the field of handwriting. Lorain was a constant admirer of the Business Educator and the masterpieces in it.

CALLING CARDS
Beautifully Written
25c per dozen
Jennie Shepherd
306 East Main St. Weiser, Idaho

A very beautiful specimen in Ornamental Penmanship has been received from **R. T. Murakami,** 1015 S. San Pedro Street, Los Angeles, Calif., who is gradually coming to the front as a penman.

The Review, published by the Lawrence, Kans., Business College, is a school magazine brim full of inspiring stories of successful business school students.

Delicious Black Walnut Meats for the Holidays, $1.50 per lb.
Pecan Kernels, $1.25 per lb.
Glendale Poultry Farm,
Dillsburg, Pa.

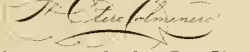
This is one of the most skillful flourishes we have seen for some time. It is decidedly characteristic of E. L. Brown, Rockland, Me. Don't fail to put this specimen in your scrap book for it is worth preservation.

LEARN AT HOME DURING SPARE TIME

Write for book, "How to Become a Good Penman," and beautiful specimens. FREE. Your name on card if you enclose stamp. F. W. TAMBLYN, 406 Ridge Bldg., Kansas City, Mo.

Again in the Rank to Serve You!

Some say: "Your cards are the finest"; "they are simply wonderful."—12 for 50c, or sample for one 5c postage stamp.



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of interest to every teacher and student of handwriting. Circulars with Chapter Subjects, also Reprint of Reviews sent upon request. The book is recommended and sold by **The ZANER-BLOSER COMPANY, COLUMBUS, OHIO.**

GREETINGS OF THE SEASON

To all the readers of the Business Educator

PUBLICITY IN HANDWRITING

In the columns of the Business Educator, we have always encouraged handwriting supervisors and others interested in penmanship to cooperate wherever possible with the press in giving to the teaching of handwriting the publicity which it deserves. We are reprinting herewith an article from The Kansas City Star, September 27th, which followed a week's work by our Miss Mildred Moffett in the schools of Kansas City, Missouri. This article was probably read by many of the teachers in the Kansas City Schools as well as by thousands of teachers in the adjoining cities and towns, and it would be, indeed, hard to measure the benefits of such an article in its effect upon better handwriting.

The public generally is interested in articles about the school and almost every person is interested in better handwriting. Supervisors of handwriting who do not take the opportunity to acquaint themselves with the local reporters so as to report progress in handwriting in their schools are overlooking one of the most vital means of improving and popularizing better handwriting. The article from The Kansas City Star follows with the hope that you too may secure some information from reading it:

NEW STYLE OF PENMANSHIP GIVES "RELIEF" TO STUDENTS

"Utilitarianism invades the art, effecting a compromise between the 'Muscular Movement' and vertical method, in which the southpaw may do as well as the best.

"Penmanship, even as arithmetic and history and reading taught in the schools, has changed. It is not a far call for many to remember when the pen was grasped with rigid fingers for the 'vertical style.' And then came a sudden change to the 'muscular movement' that lasted so many years.

"While good posture is emphasized, it is no longer 'heads up, back straight, feet flat on the floor; ready, let's roll; one, two, three, four. Now then an 'O'; one, two, one, two.'

"To be a dyed-in-the-wool southpaw is no longer an excuse for expulsion from class. Fond parents don't call the school board to complain that their children are forced to write with one hand or the other. The child is not shown what are supposed to be beautiful birds, the dream of some master penman, and told that it is 100 per cent. Rather, he is allowed to learn a penmanship that will fit his or her own particular needs.

"From the cramped fingers of the vertical and the Gymnastics of the muscular movements there has been developed a method combing the two. Every muscle is taught to coordinate. A halfway has been found between the vertical and the slant of the muscular style of writing.

"The children are not drilled for hours on A's and B's and C's. For what good is a perfect 'A' after it has been contorted to fit in a word? Letters within the word is the method.

"These changes are new, more so than those in other subjects. A new course embodying most of them is offered in the schools here this year. The child is taught to write not so much for his penmanship class, but for the other classes in his grade. The subject is thoroughly correlated with all other subjects taught.

teaching penmanship were discussed yesterday by Miss Mildred Moffett, representative of a firm of penmanship specialists. Miss Moffett is talking on correlated handwriting before a series of teacher conferences. One conference will be held each day this week in the Library building."

Back Numbers

We have a few sets of the Business Educator for the following years:

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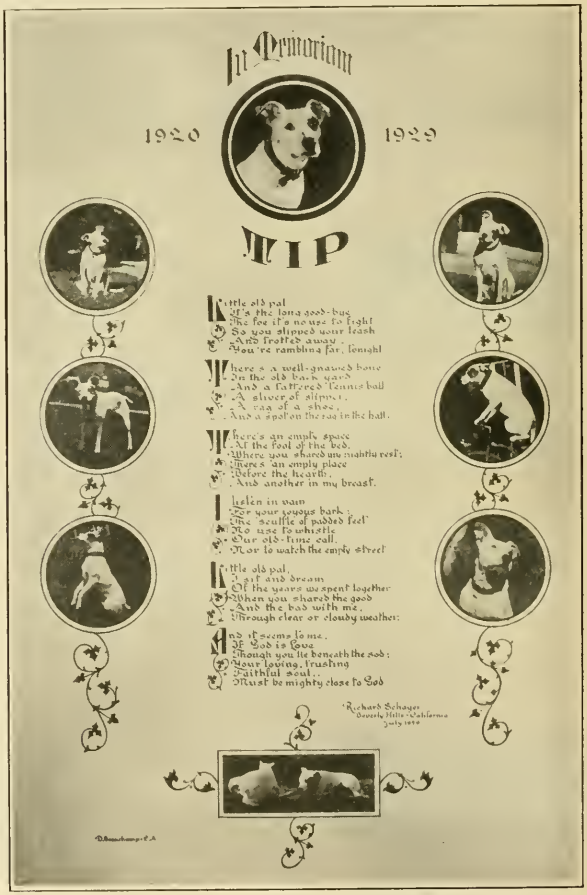

A rather interesting piece of engrossing, by D. Beauchamp, Los Angeles, Calif.

ALBERT Teachers' Agency
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Forty-fifth Year. In the past decade this Agency has placed hundreds of men and women in Shorthand, Typewriting, Bookkeeping and Commerce in high grade positions, with good salaries. Send for booklet today.

538 Fifth Ave., New York City; 721 Riverside, Spokane, Wash.; 207 E. Williams, Wichita, Kansas.

Just Imagine

(Continued from page 20)

wife to help him interpret his dream. Women have a way about them of urging a man on to his best efforts without him knowing about what is going on in the household.

Sometimes we build our imaginations to such heights that when we fall the thud can be heard far and wide. Many times defeats are blessings in disguise. This may be the reason why a man fights hardest when he is up against it —he cannot run.

Several years ago I coached a basketball team and we were quite successful. We were at a final elimination game and only two teams were left. Those in charge had provided Silver Cups to the teams finishing first and second place in the tournament. The boys were looking at the cups just before the game and I casually remarked that the second place cup was about one-half the size of the first place cup. Imagine how your Captain will feel when he is presented the cup on the stage of the Auditorium before the entire High School assemblage, what will be the feeling of the classmates? Will you get the small or the large cup? Just imagine yourself with this large cup—everyone expects you to get it. Needless to say, our team won the large cup.

The next time you want something real badly—just imagine.

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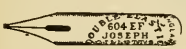
The Most Perfect of Pens

No. 1 Principality Pen



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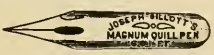

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Gillott's Pens stand in the front rank as regards Temper, Elasticity and Durability

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"THERE IS A TIDE"

Written November 2, 1929. Last month we were able to place, in a good private school, at $200 a month, a teacher who had no position, and no prospect of any—but he had five hungry and affectionate children to feed. It was a good thing for him that he enrolled with us before the tide of good fortune turned.

Also last month we placed, in a splendid high school, at $2500, a man who had just lost a fine position. He was out only a week. Verily, "There is a tide in the affairs of men which, taken at the flood, leads on to fortune." Launch your boat now.

THE NATIONAL COMMERCIAL TEACHERS AGENCY
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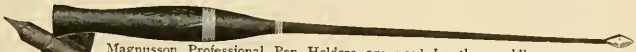

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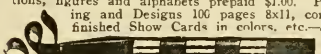

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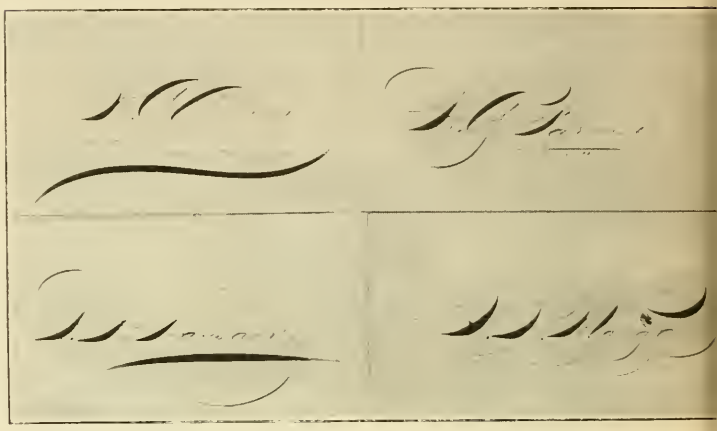
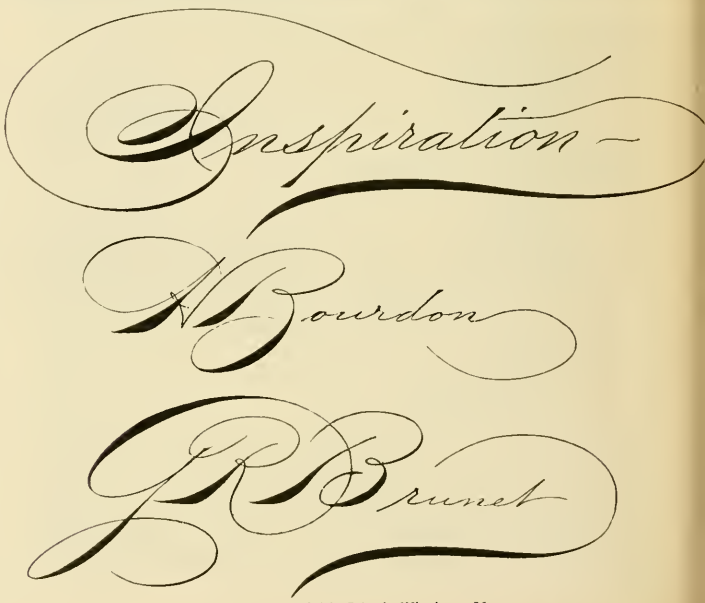


These cards were written by W. H. Morgan of Avondale, W. Va.



By G. R. Brunet, Lord Selkirk School, Winnipeg, Man.

BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to enable our readers to determine its value.

Accountants' Working Papers, by Leslie E. Palmer, C. P. A. and William H. Bell, C. P. A. Published by The Ronald Press Co., New York City, N. Y. Cloth cover, 313 pages.

The reception accorded the first edition of this work, published in 1923, abundantly confirmed the authors' belief that accountants, professional and private, would welcome a practical guide for the preparation of their working papers. The importance of working papers is well recognized by the accounting fraternity, for they are indispensable to the accountant as a means of translating his knowledge of principles into practice and thereby producing his financial statements and reports.

It has been the aim of the authors to present a concise but comprehensive treatise for intensive study of the requirements and best usages as to the substance and form of working papers under a great variety of conditions. There is perhaps more diversity in the substance and form of working papers than in any other feature of accountance practice. The multitudinous details of business activities are all touched to some extent in the work of the accountant, and his working papers are necessarily as varied as those details. Notwithstanding this variety of subject matter, and the fact that working papers ought to be prepared in accordance with the conditions prevailing in each particular case, most of their features are subject to some degree of standardization. It is thought that the reader will find in this work, either specifically or by close analogy, the answer to any question he may have regarding the preparation of a working paper on any subject related to the work of a professional or private accountant.

English in School and Out, by Roy H. Davis and William H. Cunningham. Published by Ginn & Co., Boston, Mass. Cloth cover, 470 pages.

The purpose of this book is to offer the pupils a text on English composition that they will be interested to read; to give them exercises in talking and writing that carry some of the tang of everyday life; to stimulate them to do reading and writing that will extend the scope of their thinking and enrich their lives; to make the study of composition definite without making it formal; and to place in the hands of the teacher simple but comprehensive tests that will help to determine just how much the pupils know.

Thompson's Business Arithmetic, by Clyde O. Thompson, Associate Principal, Mount Vernon, N. Y., High School, and Supervisor of Commercial Education, Mount Vernon, N. Y. Published by the Prentice-Hall, Inc., New York City, N. Y. Cloth cover, 445 pages.

In selecting and arranging the content material in this book, a very definite plan has been followed, with a view to making it adaptable to the varying needs of the many pupils who study business arithmetic, and to diverse teaching conditions.

The book is divided into two parts. Part I is confined almost entirely to principles and methods. It is both exploratory and expository. Each new feature taken up is fully explained. A type solution is given according to an approved method, which is fully explained. Following each model solution there is sufficient problem material to serve as a teaching medium in the development of the lesson. The problems following each solution, although true to the principle and method involved, are sufficiently varied to insure sound pedagogical processes. Following each subdivision of the content are a number of general problems, which will serve to test the pupils' understanding of the principles and methods covered in the lessons in this particular subdivision. These problems may be used for general review purposes.

Part II contains 126 graded assignments and 63 review assignments or test assignments, so planned as to admit of unusual flexibility in their use. The assignments are classified as "A" and "B". The "A" assignments consist of problems somewhat easier than the problems in the "B" assignments. These assignments are so prepared and arranged as to insure a reasonably strict sequence and a continuity conducive to increased understanding and ability on the part of the pupil. The review test assignments are arranged to follow in order each "B" assignment. Accuracy is featured in each test, which is made up of problems intended to give the teacher a very definite check-up on each pupil's understanding of the subject.

Thurman Lucas, by Harlan Eugene Read. Published by the MacMillan Co., New York City, N. Y. Cloth cover, 418 pages.

Thurman Lucas was the son of an ignorant miner. At twenty he could read and write and fight with his fists, but he was without ambition and was equally primitive in his response to love and to cruelty. He met Viola Baird one night at a public dance, and before he slept he realized that in order to marry her he must find a job. But times were hard, and jobs few. When Viola refused to marry any one but Thurman, her mother turned her out, and Thurman's ignorant efforts to protect her resulted in a prison sentence for him and years of tragedy for Viola. Their story, told with impressive simplicity, is a deeply moving chronicle of love and loyalty, adventure and disaster, and of the birth of the soul of Thurman Lucas, the escaped convict, in the gold fields of Nevada.

The dramatic scenes of Viola's hard life in the knitting works and the forced relinquishment of her baby, of Thurman's year in the penitentiary, his perilous escape, his experience with a gang of thieves, his strange meeting with John Esterbrook in the Nevada desert, and his initiation into the mysteries of gold mining are all as vividly real as if the author had witnessed them with his own eyes.

"Thurman Lucas" is a story that will be difficult to forget.

Practical Paying Pen Work, by D. L. Stoddard, Route D, Box 8, Indianapolis, Indiana. Paper cover, 56 pages.

This book contains ornamental writing, engrossing, card writing, pen drawing, designing and illustrations of buildings and how to make cornices, etc. The pen work is very carefully prepared by the author who has had years of experience in pen work though he has followed carpentering as a trade. The author graduated from the Zanerian in 1891.

Modern Scientific Knowledge of Nature, Man and Society, by Frederick A. Cleveland, Ph. D., LL. D. Published by The Ronald Press Company, New York City, N. Y. Cloth cover, 592 pages.

The purpose of this volume is to present in thirty-one short chapters a vision of the world in which we live as seen by men of science. The first three chapters (Part One) are introductory. A general statement of the need for perspective is made by Professor Franklin H. Giddings, of Columbia University, as Chapter I. This is followed by two other introductory statements: Professor Brightman gives a brief account of the pre-scientific conceptions of the universe—as these take form in the creation epics. Following this is a characterization of the scientific as distinguished from the pre-scientific approach. Chapters written by specialized scientists make up the main body of the text. The several chapters are arranged in three groups: those which deal with the universe as non-living matter (Part Two); those which deal with life, and the contributions of nature to the solution of life's problems before the advent of man (Part Three); and those which deal with man and his contributions (Part Four).

From necessity this book is the product of collaboration. The central, uniting theme is man's outlook on life—the universe as seen from different angles by men of science. Therefore, each contributor has focused his attention on a common objective. The final task of the editor has been to make the contributions of the several scientific specialists dovetail, one into the other to the end that all the contribution taken together present to the mind of the reader a larger conception of the universe than could be obtained from any included group of subjects treated. The chapters are so subdivided that the pre-scientific conceptions come first. Following this are the conceptions of the related descriptive and interpretative sciences.

AN APPRECIATION

Rapid City, S. D., October 11, 1929

The Business Educator,

Columbus, Ohio.

In your October issue, I learn for the first time that my friend and former pupil, D. B. Jones, Florence Station, Ky., is no longer with the living. Mr. Jones became a real genius with the pen. He turned out work that will compare with the finest and most skillful work of any penman.

While I was assisting F. W. Tamblyn, Kansas City, Mo., in 1912, Mr. Jones was taking Tamblyn's Correspondence course in Ornamental Writing and Card-Writing. It was in this way that I got in touch with this promising young penman. In the Fall of 1912 and the following year, I gave Mr. Jones all the help and instructions I could in Card-Writing by mail. His skill with the oblique pen became so great that I was at my wits end. There was only one thing for me to do to help this aspiring penman to reach his goal and that was to send him to the Zanerian College of Penmanship, Columbus, Ohio. This I persuaded him to do, and in 1914 he enrolled in this institution where so many young men and women have been trained to the front rank in the penmanship profession. Needless to say, Mr. Jones became one of the finest penmen ever turned out by the Zanerian.

From 1915 until 1927 I was studying and working in another line of work, and during that time I lost track of Mr. Jones.

We must give Mr. Tamblyn the credit of starting Mr. Jones upon his career, and the Zanerian for giving him the finishing touches. My work was in giving him ideas of combining letters, and balancing them.

Capt. F. O. ANDERSON.

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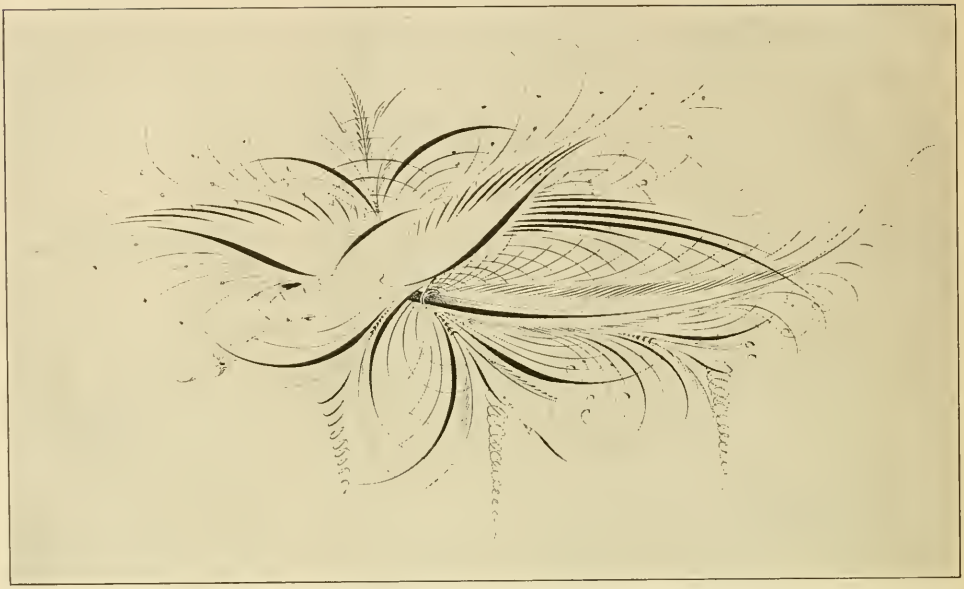

A gem by H. P. Behrensmeyer, Gem City Business College, Quincy, Ill.

A very fine lot of specimens has been received from **Scranton Lackawanna College,** Scranton, Pennsylvania. Mr. Harer is a penman of considerable experience and is securing excellent results.

Fifty of his pupils were awarded Business College Certificates.

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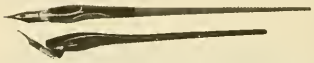

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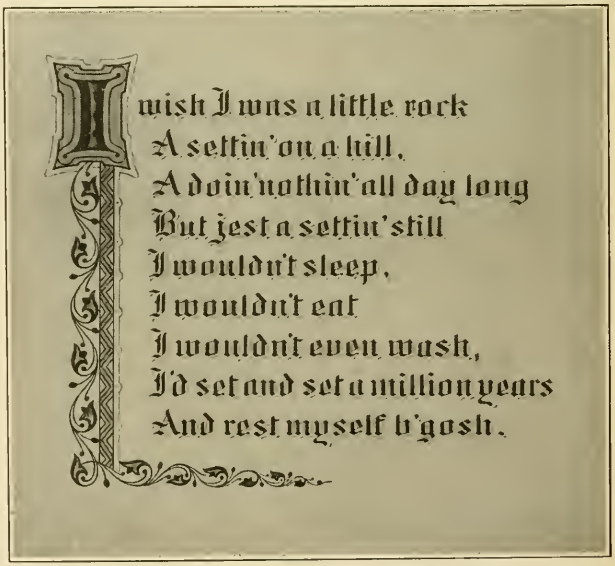

By H. C. Rice, engrosser with New England Mutual Life Ins. Co., Boston, Mass. Study the simplicity of the design—it's worth imitating.

A WRITING EXPERIMENT

(Continued from page 18)

Only the teacher can guard against this.

3. Writing from memory.

It has been previously said that children should be trained from the first to write words from memory. This is true up to a certain point. Second and third-grade children, having the ability to write several sentences, present a different problem. They cannot be expected to retain in memory all the correct letter forms, the punctuation, capitalization, and spelling necessary to write as much as this. Some assistance must be given them. It is not necessary that the whole composition be left on the board for copying. But it is necessary that children have before them unusual words which present spelling difficulties. Teachers will want to handle this problem differently, and it is quite in line with what we are trying to accomplish if they do so. They should merely keep in mind that they do not want to make children slaves of a copy and at the same time they must not be allowed to form habits of wrong spelling, punctuation, etc.

No child can become a good writer who does good writing only during the writing period. All the writing done in seat-work, social science, language and number should be just as carefully done as in the formal writing period. Violation of this practice is not using the psychology of habit formation, which says, "Let no exceptions occur."

Description of Lesson Observed

It may be helpful to hear a description of a lesson taught by a third-grade teacher. Her social study work was the Arabian life, and was followed immediately by the writing period. She introduced her writing by reminding the children that they were making a book about Arabians, and asked what, from the day's discussion, they wanted to put into the book. This was her introduction and motive. The sentences given by the children were, "Al Abukar invited us to dinner. We had goat's meat and rice."

The teacher wrote large and very carefully, but at natural speed. As she wrote she called attention to the capital letters and the periods. When she had finished writing, she said, "There are some letters here that may give you trouble." She then called attention to the capital A, the b, r, and d, asking such questions as, "What do we have to be careful about in the d?"

Paper and pencils were passed. As soon as this was done, the teacher said, "If our arms don't have room on the desk, what will happen?" This, because she noticed some children assuming positions that threw the elbow off the desk.

The children began to write. The teacher started down the aisle, saying, "Some one is letting her paper slip. How do you keep it from slipping?" She passed from child to child, encouraging here, praising there, giving advice, criticizing. To one child she said, "Hold your pencil a little more loosely." To another, "Are there two o's in goat?" To a third, "Couldn't you write better if you pushed your paper up?" To a fourth, "You made a lovely 'R.'" Noticing as she went that there was a common difficulty,—the slant of the capital A,—she said, "Everybody put down the pencils for a minute." She then went to the board and made capital A's, drawing a line through each to show the amount of slant. Then everybody started work again.

Again the teacher went up and down the aisles, helping individuals. "When you have finished writing, look at your capital W. See if it is like the one over there," pointing to the one she had written. In a short time, she had all lay down pencils, got every one's attention before beginning, then wrote capital W again, pointing out children's mistakes, and showing how to get the correct form. All children then practiced W for a minute or two.

They were then told that they had written well enough to write the sentences in their books the next day.

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Mr. Higgins was 75 years of age. He helped the Penmanship profession by manufacturing inks for various Penmanship purposes. His inks have been used quite widely; in fact, there is hardly a penman or teacher who is not familiar with some of Higgins' Ink.

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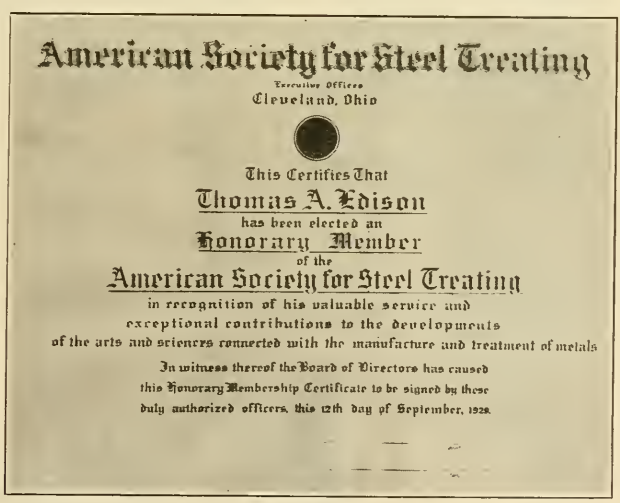
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In witness thereof the Board of Directors has caused
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This certificate for Thomas A. Edison was made by S. E. Leslie, 3201 Euclid Avenue, Cleveland. The strength and simplicity of the work is in keeping with the content of the certificate.

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Volume XXXV JANUARY, 1930 No. V

The Business Educator

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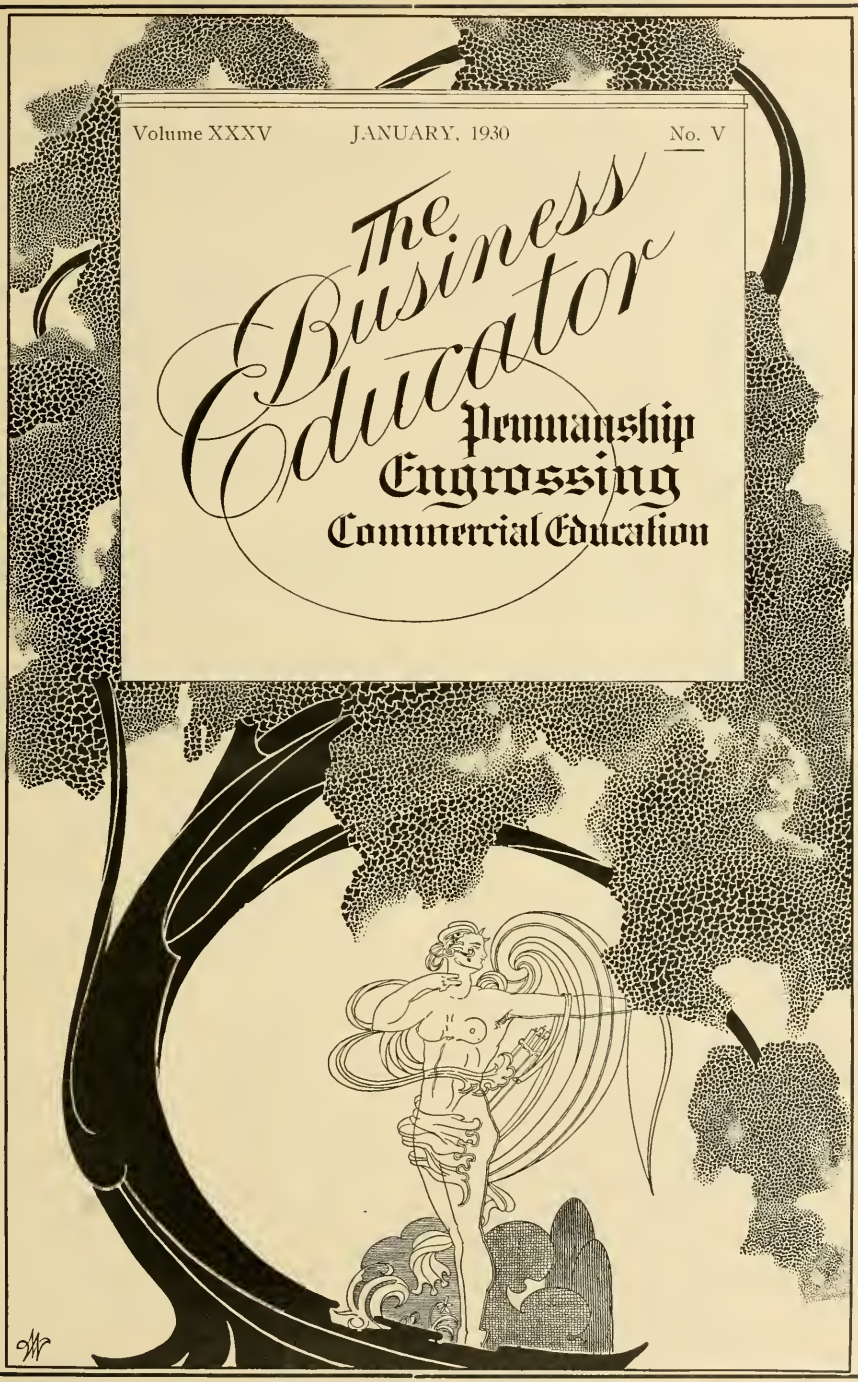

Published monthly except July and August at 612 N. Park St., Columbus, O., by The Zaner-Bloser Company. Entered as second-class matter September 5, 1923, at the post office at Columbus, O., under Act of March 3, 1879. Subscription $1.25 a year.

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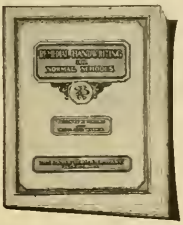

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OBLIQUE PENHOLDERS

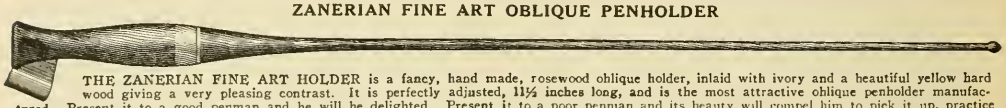
The main idea of the oblique penholder is to assist in making smooth shades. When using a straight holder it is necessary to turn the hand to the left to some extent in order that smooth shades may be made if desired. When using the oblique holder the hand can remain in the usual and more natural position since the pen is held by the holder at the proper angle at which smooth shades can best be made. Of course, it is all right to use the oblique holder in executing unshaded writing, since very smooth lines can be secured, but it is indispensible when executing shaded writing.

There are numerous oblique penholders on the market today, some of which are made by persons who, not being penmen themselves, do not understand the requirements of correct adjustment. It requires more than a wood-turner to produce a good oblique holder. If the adjustment is not correct in an oblique holder, it is practically worthless as an instrument for fine writing, no matter how fine the holder may be otherwise. Many students who enter the Zanerian College (the school of penmanship conducted by The Zaner-Bloser Co.) bring with them ablique holders which are miserably adjusted, and with which they have been laboring at a great disadvantage, not knowing where the trouble lies. It is no wonder that some persons should become discouraged with such instruments.

In purchasing oblique penholders it is undoubtedly safest to secure them from persons who know how to use them most successfully, and therefore know what the proper adjustment is. Of course, inferior holders can be sold for less money than perfect ones, since practically no time is spent in securing the proper adjustment. On each of our holders considerable time is spent on the adjustment by one who thoroughly understands what is best in this particular. Not only this, but we are confident that a careful comparison of our holders with others will reveal the fact that Zanerian holders are also the most perfect in workmanship. We originated and popularized the long oblique holder, and, as was to be expected, it is being imitated.

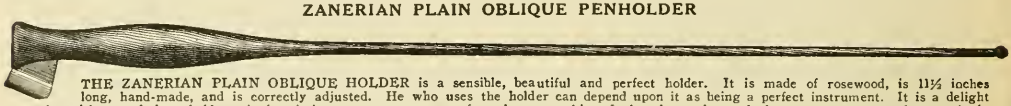
Our oblique holders are all adjusted for ornamental penmanship, and intended to fit the Zanerian Fine Writer or Gillott's Principality No. 1 pen, these two being the same size. If a smaller pen is to be used, such as the Zanerian Ideal, Gillott's 604, or a Spencerian No. 1, anyone can easily contract the pen slot by pressing against it so that it will fit these pens. If one of the long holders should draw slighly crooked, as sometimes happens when wood is turned so long and slender, it can be easily straightened by holding it over a lighted lamp until the wood becomes heated, when, if care is taken, it can be strightened without danger of breaking.

ZANERIAN FINE ART OBLIQUE PENHOLDER



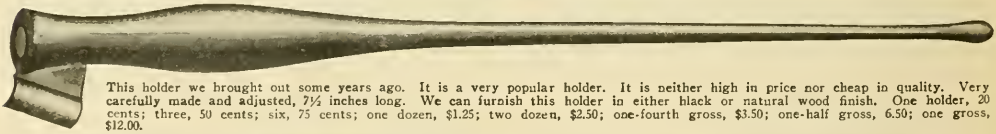
THE ZANERIAN FINE ART HOLDER is a fancy, hand made, rosewood oblique holder, inlaid with ivory and a beautiful yellow hard wood giving a very pleasing contrast. It is perfectly adjusted, 11½ inches long, and is the most attractive oblique penholder manufactured. Present it to a good penman and he will be delighted. Present it to a poor penman and its beauty will compel him to pick it up, practice and improve his writing. The most indifferent pupil will delight in improving his penmanship when he has this holder. Price $1.25. Sent in an appropriate wooden box for 15 cents extra. It makes a handsome present for Christmas or any other time. We also furnish the Zanerian Fine Art Holder but 8 inches in length, although otherwise the same in every particular as the longer holder. Price of the 8-inch holder is $1.00, sent in a woden box for 15 cents extra.

ZANERIAN PLAIN OBLIQUE PENHOLDER



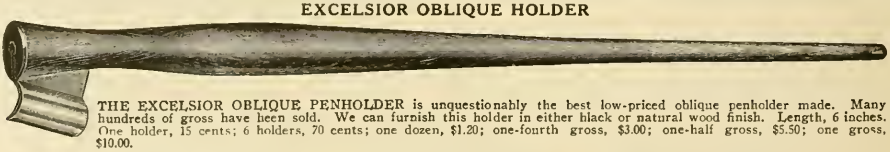
THE ZANERIAN PLAIN OBLIQUE HOLDER is a sensible, beautiful and perfect holder. It is made of rosewood, is 11½ inches long, hand-made, and is correctly adjusted. He who uses the holder can depend upon it as being a perfect instrument. It is a delight to write with one of these holders; in fact it is a great encourager of good penmanship. It has been observed that many persons who seemingly care nothing for good writing soon feel a desire to practice when one of these instruments comes into their possession. The Zanerian Oblique Penholder is the same in size, length, etc., as the Zanerian Fine Art Holder, but not so fancy. Price 75 cents. Sent in a wooden box for 15 cents extra. We can also furnish the Zanerian Plain Oblique Holder but 8 inches in length, although otherwise the same in every particular as the longer holder. Price of the 8-inch is 65 cents. Sent in a wooden box for 15 cents extra.

ZANERIAN EXPERT OBLIQUE HOLDER



This holder we brought out some years ago. It is a very popular holder. It is neither high in price nor cheap in quality. Very carefully made and adjusted, 7½ inches long. We can furnish this holder in either black or natural wood finish. One holder, 20 cents; three, 50 cents; six, 75 cents; one dozen, $1.25; two dozen, $2.50; one-fourth gross, $3.50; one-half gross, 6.50; one gross, $12.00.

EXCELSIOR OBLIQUE HOLDER



THE EXCELSIOR OBLIQUE PENHOLDER is unquestionably the best low-priced oblique penholder made. Many hundreds of gross have been sold. We can furnish this holder in either black or natural wood finish. Length, 6 inches. One holder, 15 cents; 6 holders, 70 cents; one dozen, $1.20; one-fourth gross, $3.00; one-half gross, $5.50; one gross, $10.00.

Write for complete catalog of penmanship supplies

THE ZANER-BLOSER COMPANY

COLUMBUS, OHIO

The Business Educator

VOLUME XXXV COLUMBUS, OHIO, JANUARY, 1930 No. V

THE MEANDERER AT REST

Carl Marshall, on October 5, 1929, fearlessly and reverently laid down his earthly burdens when death claimed him in his little mountain home in the Green Verdugo Hills at Tujunga, California. The Meanderer has gone forth on his last journey to a distant shore. Friends and readers of the Educator will miss his homely words of wisdom and philosophical comment on timely matters. His activity and accomplishments as an educator and teacher are known to the educational world; but his life as a father to his five children is not so well known. Therefore, I, his daughter, wish to give his friends a more intimate glimpse into his life.

Sometime in the spring of this year, as I sat with him following one of his more frequent heart disturbances, we talked of many things. He told me then that he did not expect he would long remain with us. Too often we had said to him, "Oh, you will be with us for many years." But I said, "Well, Dad, you may be right. All of us must go sometime. It is life and we must face it. And I want you to tell me of anything you would wish me to do when that time comes to you." And he gave me various instructions, and he told me of friends he wanted notified, and he expressed a wish that facts be sent to the Educator that his friends might be informed concerning him. And I said, "Dad, not only will I write to all these people personally, but I will write a history of your life for the Educator from my own standpoint, that they may know how much we all loved you and how much you meant to us." His eyes filled with tears. And I felt then that truly he was reaching the end of his journey here. But I think he was comforted that even when he should at last have departed his life that there would be a final word from him to those he held most dear.

Father was born of Quaker parents in Virginia on October 6, 1852, so he lacked but one day of being 77 years of age at his death. His father also was a teacher and a man of learning. During the years of the Civil War and his early boyhood, he lived on the family farm in Kansas. His mother, a woman of beautiful character, and his father, a man of stern ideals and principles, instilled in their son those traits of honor and integrity for which he was well known, and a feeling of trust and confidence in his fellowman. My father was never a "money grabber"; his success and happiness lay in what he could do for others rather than for himself.

Carl Marshall

As a young man he lived a thrilling life on the plains, hunted buffalo, fought prairie fires, taught country school in wild places, always undergoing any kind of a hardship to better his education and obtain more schooling. We loved to hear him tell of his experiences and adventures in those pioneer days; of his life at Fort Scott where he visited his sister's husband, an army officer; and his quest for education. To us he made nouns and verbs a serious proposition; words were not to be idly mispronounced.

He married my mother, Laura Harrington, in Paola, Kansas, in 1881, having become enamoured with her when she was his star pupil in normal school. Their first son was born in Kansas, and after teaching in the normal school at Topeka for some time, he followed his parents to Eureka, California, his father having gone to California on the first ship to go around the Horn. For twelve years the family lived in Eureka. Here he was a professor in the Eureka Academy and was also editor of the Eureka Times. Botany was his specialty then. During this time another son and three daughters were born. In this small town, shut off from the rest of the world except by sea, in the most glorious part of California, he gave to his boys a companionship they have always remembered; they camped in the redwoods, mother taking the babies and all; they went boating on the bay Those early days were happy days.

In 1895, the family moved to Battle Creek, Michigan, where my father became connected with the Ellis Publishing Company. He wrote many commercial text books during his five years there, and also edited a magazine, "Learning by Doing," which was a matter of delight to him. He always liked that little magazine. All of the children attended public school in Michigan. Sunday afternoons were given over to trips to the woods or sometimes to the lakes. Always he

(Continued on page 22)

Mr. Marshall's Bungalow

THE BUSINESS EDUCATOR
Published monthly (except July and August)
By THE ZANER-BLOSER CO.,
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E. A. LUPFER ——— Editor
PARKER ZANER BLOSER ——— Business Mgr.

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Advertising rates furnished upon request.

The BUSINESS EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

Practical Business Writing

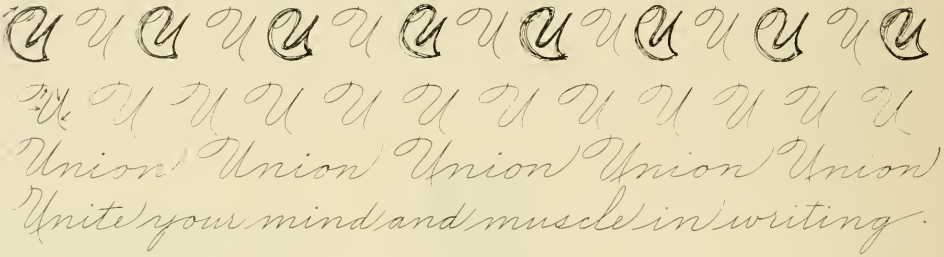
By G. C. GREENE
Head of Penmanship Department, Goldey College, Wilmington, Delaware

Send 25c with five of your lessons (one to a page) for criticisms and helpful suggestions.

No. 5

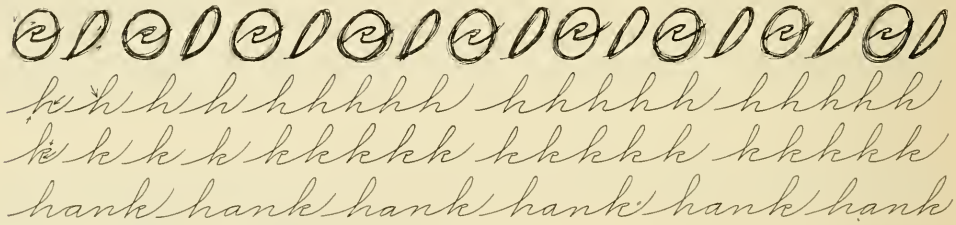
LESSON 41

The retraced U will establish correct muscular movements. This letter is made like V except the last up stroke is straight so that it can be retraced. You must move at a good rate of speed in order to get clear lines.



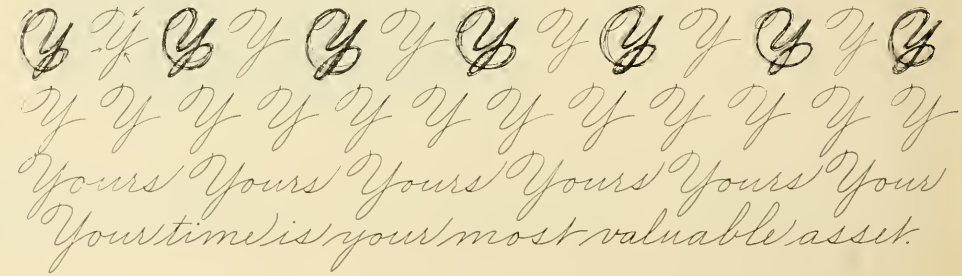
LESSON 42

You will observe that every new principle in this course of lessons will first appear in a drill exercise. For this reason concentrate on the drills and the letters will be easy. The last part of h is like the finishing of small n. Observe the new principle in the k. Learn to make it first then add it to the extended loop and you have k. Make this new part small. Don't give up. You can win.



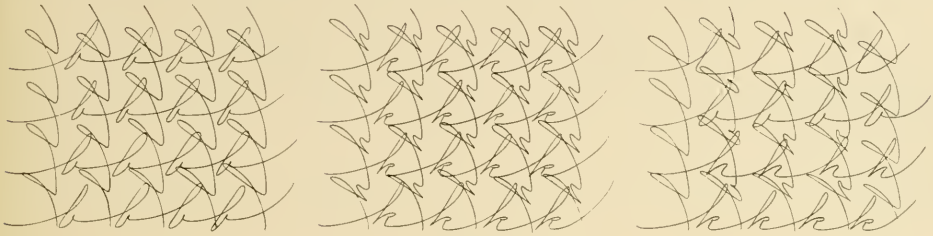
LESSON 43

Here is a good retraced drill for Y. Keep trying until you can make it. Observe that the Y is like U except for the long inverted loop coming below the line like j. Keep the opening in the Y close together.



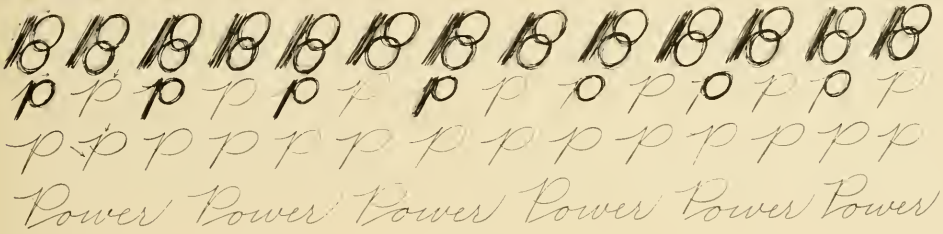
LESSON 44

Here is another lesson you will like. Keep the proper space between all letters and lines and you will get better results. Keep all letters uniform in size, slant, and spacing. Watch for bad habits and try to eliminate them.



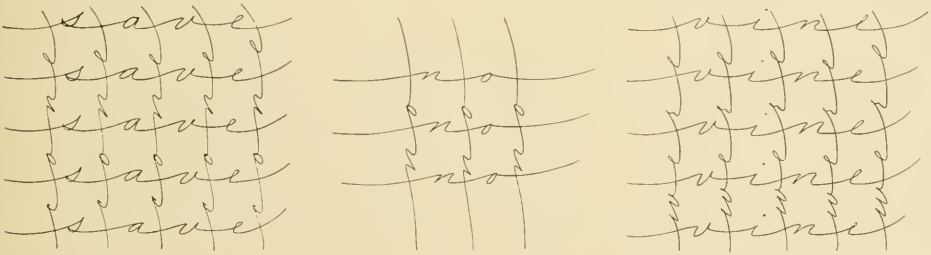
LESSON 45

Begin with the push-and -pull movement and then follow with two reversed ovals of equal size. See that the down stroke in this letter is straight and retraced two-thirds the height. Make the oval in the P large and round. Study your plan of procedure. Are you doing your best?



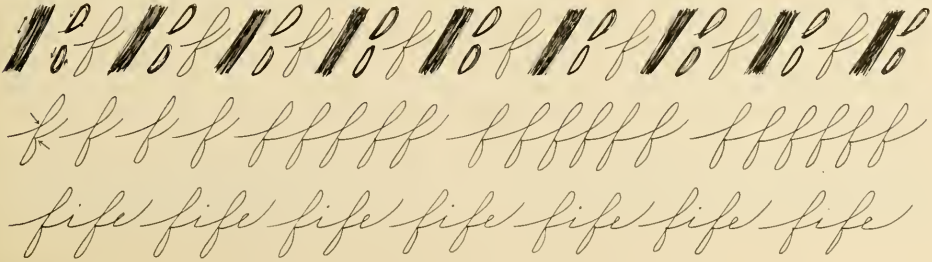
LESSON 46

Study and practice this lesson until it becomes easy. Be sure to make the long beginning and finishing strokes in the second drill. These words are only suggestive as you may use others in a drill of this kind. Long strokes will develop freedom in writing.



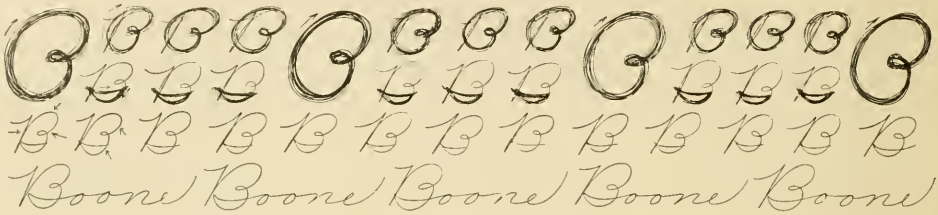
Lesson 47

As this is the most difficult small letter I suggest that you spend a fair amount of time on the first line. See that the loop on each end of this letter is about the same size with one space between these loops. Parts of the h and q make the f. Always study the relation of the letters to each other.



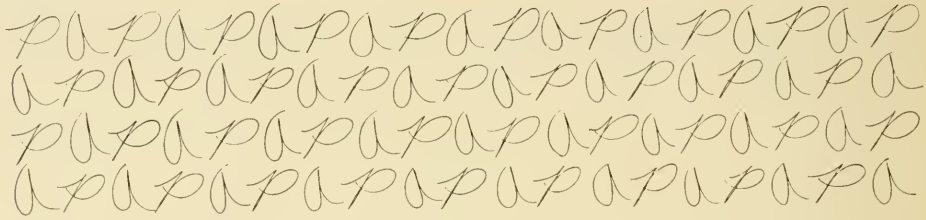
LESSON 48

The retraced drill for the B is very good in developing correct form. The two ovals in the B should be made nearly round and the same size. Make a small loop between the ovals. Compare your work with the copy and make such corrections as you see will improve your writing.



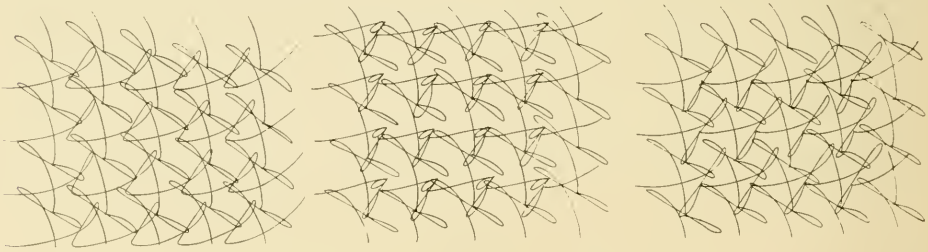
LESSON 49

At this point you are introduced to another form of exercise. This kind of drill helps develop spacing, accuracy, and neatness. Make four lines of the capital P leaving three-fourths of an inch between each letter. Next, slip the lower edge of the paper to the left about 30 degrees and fill in the spaces with the capital A. Keep all letters uniform in size and spacing.



LESSON 50

You will observe that the f is made from the parts of l and q. Make the l and q first and then cross these letters with the f. The lack of freedom in making this f is the usual trouble with beginners. Running this letter over other letters will develop freedom of movement.



Attend the Zanerian and you will receive the best training in penmanship.

P. S. Griffith

MODERN HANDWRITING

Correlated With Commercial Subjects

By E. A. LUPFER, Zanerian College of Penmanship, Columbus, Ohio

Cambridge, Ohio, Jan. 14, 19—

B. N. Smith & Co.,
Wilmington, Del.

Gentlemen:—We thank you heartily for the assistance you gave our representative, Mr. William E. King, while in your city recently.

Sincerely yours,
The Erdman Rand Co.

See how well you can write the entire letter. Watch arrangement, slant and alignment.

an an an an an man man ma

a a d d d a d d d a d d o u r w r i t e

Suggesting how to practice individual letters and words which you have trouble in making well.

Mr. Kenneth J. Stillman,
612 Euclid Avenue,
Cleveland,
Introducing Mr. Burns. Ohio.

M M M M M M M M M M M M M M
M M M M M M M M M M M M M M M

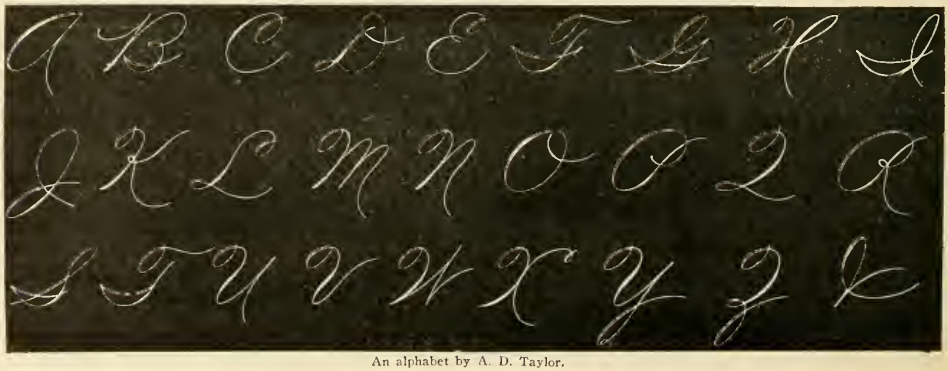
Practice all the capital letters in this way until you can make them well.

The Bar

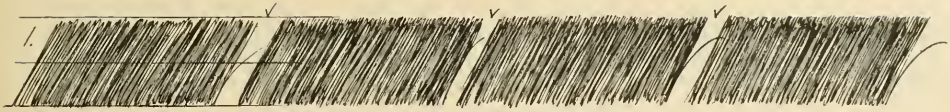
The saloon is sometimes called a bar that's true. A bar to heaven, a door to hell; whoever named it named it well. A bar to manliness and wealth, a door to want and broken health. A bar to honor, pride and fame; a door to grief and sin and shame. A bar to home, a bar to prayer, a door to darkness and despair. A bar to honored, useful life; a door to brawling, senseless strife. A bar to all that's true and brave; a door to every drunkard's grave. A bar to joys that home imparts, a door to tears and aching hearts. A bar to heaven, a door to hell; whoever named it named it well.

A. Lifer

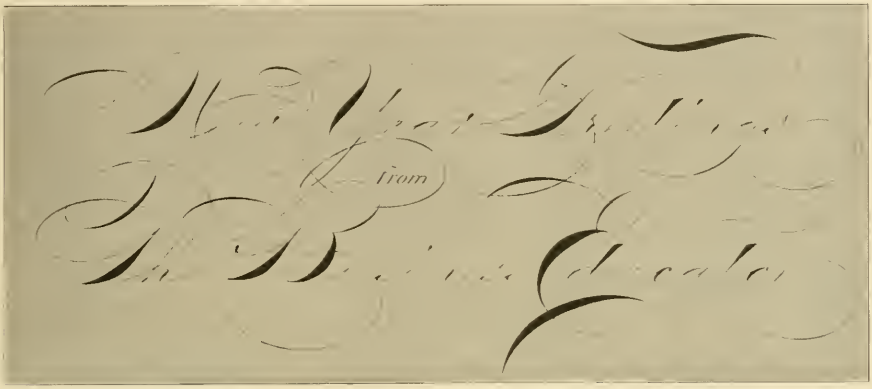
By C. Spencer Chambers, Supervisor of Handwriting, Syracuse, N. Y.



An alphabet by A. D. Taylor.



Use this when the muscles are sluggish.



Greetings from The Editor.

Good writing habits should be firmly established before pupils leave school. Healthful posture, free, rapid movements and unmistakable legibility result from the right kind of drill and instruction.

To accomplish these results is the mission of The Zaner Method of Arm Movement Writing, and when schools cooperate with the publishers its success is truly remarkable.

E. W. Blosser.

Student's PAGE AND WORK

The future president of the United States was eight years old when he spent the winter with his father, mother, and sister in the "half-faced camp" on Little Pigeon Creek

This writing was done by D. Kenaston, a 10-year-old pupil in the fifth grade of the St. James Schools, Faribault, Minn. W. L. Crandall is the teacher

Pippa's Song

The year's at the spring,
And day's at the morn;
Mornings's at seven;
The hill-side's dew-pearled,
The lark's on the wing;
The snail's on the thorn;
God's in His heaven—
All's right with the world.

Hilda V. Baker

Miss Baker of Glendale, W. Va., is a Zaner Method Correspondence pupil.

Parkersburg, West Va., Junior High School Advanced Certificate Winners, June, 1929
R. W. Carr, Supervisor of Handwriting.

REPORT OF THE SURVEY OF TEACHER TRAINING COMMITTEE OF THE N. A. P. T. S., 1928-29

750 questionnaires were sent to **superintendents** and **principals** in the United States.

510 responses have been received up to date.

Question 1. Do you think that students who are preparing to teach in the grades should be instructed in Teacher Training Schools in Methods in Penmanship including the execution of rapid, legible handwriting?

508 of the responses to this question were in the affimative, including such expressions as: "Of course," "Absolutely," "By all means," "Yes, decidedly so," and "Most decidedly." There were only two negative replies.

Question 2. Do you think that work done in a course similar to the one above should be given college credit?

379 of the 510 responses to this question were in the affimative, including such expressions as: "Why not? "Should be required," "Absolutely," "If quality sufficient to earn a Teachers' Certificate in writing," and "This would encourage better work." 115 responses were in the negative, and 16 were uncertain.

Question 3. Do you feel that college students who are preparing to teach in High School should be required to take sufficient instruction in handwriting to enable them to write legibly on blackboards for the incidental study of students?

470 of the 510 responses to this question were in the affimative, including the following expression: "A teacher may have the subject of Latin, Greek, Mathematics, Algebra, Geography, but if that teacher writes on the blackboard, he becomes a teacher of Penmanship through the

powerful influence of example." 36 responses were in the negative, and 4 were uncertain.

The generous response to the questionnaire is evidence of the demand for better handwriting in the United States of America.

The overwhelming replies in the affirmative indicate that superintendents and principals of the United States favor:

1. That Teacher Training Colleges train all students who are preparing to teach in the grades in methods as well as in the execution of rapid, legible handwriting so that they may be qualified to teach handwriting.

2. That Teacher Training Colleges allow credit for an efficient course in methods and in the execution of rapid, legible handwriting.

3. That Teacher Training Colleges require all prospective High School teachers to take sufficient training in handwriting to enable them to write legibly on blackboards for the incidental study of students.

HANDWRITING RESOLUTIONS

Whereas, The generous response to the handwriting questionnaire issued in 1928-29 by the Committee on Survey of Teacher Training is evidence of a demand for better handwriting instruction in the United States of America; and

Whereas, The report of the questionnaire indicates that superintendents and principals in the United States favor:

1. That Teacher Training Colleges train students who are preparing to teach in the grades in the methods of teaching as well as in the execution of rapid, legible handwriting that they may be qualified to teach handwriting.

2. That Teacher Training Colleges allow credit for an efficient course in the methods of teaching and in the execution of rapid legible handwriting.

3. That Teacher Training Colleges train all prospective teachers in handwriting until they are equipped with a style that will enable them to write legibly on blackboards for the incidental study of students; therefore,

BE IT RESOLVED: That a committee of five be appointed to bring the results of this questionnaire before the Superintendents' Section of the National Educational Association, State Departments of Public Instruction, the presidents of the various teachers' colleges, the Board of Regents of Normal Schools, and boards controlling the different County Normal Schools in the United States to the end:

1. That teacher training institutions of the United States offer courses of at least one semester in the methods of teaching and on the execution of efficient handwriting.

2. That such courses carry with them credit toward graduation, and that all students preparing to teach in the elementary grades of the Public Schools of the United States be required to earn such credit.

Lives of great men all remind us!
We can make our lives sublime.
And, departing leave behind us
Foot prints on the sands of time.

Written by Leonard J. Werth, LaCrosse, Kansas.

It is toil plus talent
That leads to the best,
It is study plus practice
That wins in the test
Jean Stout

It is toil plus talent
That leads to the best;
It is study plus practice
That leads to the test
Geraldine Fickman

These two pupils are under the supervision of R. W. Carr, Supervisor of Handwriting in the Parkersburg, W. Va., Public Schools.

It is toil plus talent
That leads to the best;
It is study plus practice
That wins in the test.
Edith Carpenter

It is toil plus talent
That leads to the best;
It is study plus practice
That wins in the tet.
Robert Enrick

The above writing is typical of the writing done in the Parkersburg, W. Va., Public Schools under the direction of R. W. Carr, Supervisor of Handwriting.

The third milestone on the Penmanship Highway is Penholding, the importance of which cannot be overestimated in learning to write. The free, easy movement required in the production of superior penmanship comes almost wholly from the manner in which the pen is held in the hand.

Cross the pen somewhere between the root of the nail and the first joint of the second finger. Place the first finger on top about ½ inch from the end of the pen-point. Drop the holder below the large knuckle joint. Place the thumb at the side—not underneath—of the holder, about ½ inch from the end of the first finger. Curve the fingers well, so that the first finger forms a right angle. The end of the second finger should be about opposite the root of the nail of the third finger, and the end of the third finger should be about opposite the root of the nail of the fourth. If the third and fourth fingers are curved as they ought to be, there should be a space of almost an inch between the ends of these two, forming a solid bridge for the hand to slide on. This will prevent any undue side sway of the hand and add precision to the letter forms.

Do not grip the pen. Use just enough pressure to keep it steady in the hand. Expend a minimum amount of your nervous energy on holding the pen, and you will have a maximum amount to expend on the writing. This is one of the very important points that differentiates the good penman from the average or poor one.

Should you find this position hard to attain or maintain at first, spend a lot of time on easy, automatic movement exercises so that you can think of how you are doing the work, and not of what you are doing. Be patient, persevering and painstaking, and success will crown your efforts finally.

The fourth of a series of ten beautiful pages by J. J. Bailey, High School of Commerce, Toronto, Ontario, Canada. Be sure to read what Mr. Bailey has to say in these beautiful pages.

FROM DELIVERY BOY TO BANKER

By J. A. SAVAGE,
Supervisor of Writing, Omaha, Nebraska, Public Schools.
Teacher, Zanerian College of Penmanship, Summers 1929-30.

Frank Novak is a young man of Bohemian ancestry, as his name would signify.

Several years ago Frank was graduated from the 8th grade of a large public school, but did not get to attend high school. Instead, he secured a job as delivery boy for a grocery store.

One day when he was loading his truck with groceries to be delivered in the neighborhood, he was told by the grocer to tell Mrs. Smith, the banker's wife, that they were sorry that they were unable to fill her order for rice but that they would send some out the following day if that would be satisfactory to her.

When Frank reached the kitchen door of the Smith home, he rapped but got no response. No one was at home. Frank left the groceries on the back porch. He tore off a corner of the paper in which the meat was wrapped and with a stub of a lead pencil which he carried, he wrote on the paper, "We are sorry Mrs. Smith, but we are out of rice. I will bring it tomorrow," and signed his name, "Frank."

The next day there was a telephone call at the store and Frank was called to the phone. A man's voice inquired as to whether this was the delivery boy and when informed that it was Frank who was speaking, the voice said, "This is Mr. Smith, the banker, speaking. Could you come to my home this evening as soon as the store closes?" Frank asked what was the matter and was told by Mr. Smith that there was nothing serious wrong, but that he wanted to see him.

All the rest of the day Frank was worried. He wondered whether he had not delivered the groceries as they should have been delivered. He wondered whether he had done something wrong about the Smith home.

As the hour grew near for him to see Mr. Smith, he became even more agitated, but finally went timidly to the front door and rang the door bell. Through the window, he could see the maid coming to the door and almost hoped that she would announce that Mr. Smith was not at home. But she invited him into the living room where he sat down on a beautiful overstuffed davenport, the like of which he had never before seen. Mr. Smith finally came to the room and, wonder of wonders, shook hands with him. Frank could hardly believe that this was true. He had never been in so beautiful a home before. Everything was strange to him, but strangest of all was to think that this banker would shake hands with him, a common ordinary delivery boy.

Mr. Smith asked Frank many questions; how old was he, where did he live, how far he had gone in school, did he like the work he was doing and many others. When asked why he had not gone to high school, Frank told him that because of his father's death and the fact that his mother was poor and she and two little sisters that must be taken care of, it was necessary for him to work.

When Mr. Smith asked him whether he ever made any collections on c. o. d. orders, Frank's heart sank almost to his shoe tops and he thought that this must be the reason for his being called to the banker's home,—that he had made a mistake in handling money at some time. He managed to stammer out, however, that he had made collections many times, but that he had always turned in the entire amount of money collected and had never kept anything that did not belong to him. Mr. Smith seemed somewhat amused and told Frank that nothing of the kind was suspected about him, but asked him instead how he would like to work in the bank.

"Who, me?" said Frank, "No, I couldn't work in the bank, I don't know anything at all about that business." Mr. Smith smiled and told him that of course he didn't, and that there was a time when he, himself, had not understood anything about the banking business. He told Frank, however, that they had been on the lookout for some time for a good boy to come into the bank and learn the business from the ground up—that they wanted someone who could write a good hand and whom they felt they could trust. He said that the evening before when in the kitchen, he had picked up a slip of paper on the table on which the grocery boy had written a short message regarding rice and that he was so much pleased with the uniformity and splendid style of writing that he felt that if an interview were satisfactory, this must be the boy for whom they had been looking.

J. A. Savage

J. A. Savage the Nationally known Supervisor and penman of Omaha, Nebr., always has a good penmanship story or a new devise for teaching handwriting. Be sure to read all of Mr. Savage's articles. Mr. Savage will teach in the 1930 Zanerian Summer School. He is not only a high type teacher but a jolly good fellow whom you should know.

When asked what salary he was receiving as a delivery boy, Frank told him he was getting $10 per week. Mr. Smith thought a moment and finally asked Frank whether he would be willing to come to the bank and start in at $8 per week. Now, what would the average young man or young woman have done under those circumstances; already getting $10 per week at a job in which he was making good and offered a "raise" to $8.00 per week to go into work with which he was not familiar?

Frank asked to be given a little time to consider the offer and said he would like to talk it over with his mother. This he did, and she and Frank both decided that they would try to skimp along on $2 less per week in order to give Frank a chance in a line of business in which there was opportunity for advancement.

Frank has been with the bank now for several years. He went in as messenger boy, mail clerk, and handy all-around helper in any place where they would want to use him. He has had, however, several promotions and is now at the receiving teller's window receiving a salary several times as large as that which he had received as a grocery clerk. He, his mother and his two sisters are living in a much nicer house than they lived in before and are getting along very nicely financially.

Now, that is the reason for this article. It is just this. Many a young man or young woman who can write a reasonably good hand becomes careless and does not always do so. What was it that got Frank his job? Was it the fact that he could write well? No, not that. It was the fact that he **did** write well. Even under circumstances that were exceedingly unfavorable to good writing, Frank kept up his good style. Little did he think when he wrote the message to Mrs. Smith regarding rice that he was applying for a good position, but such proved to be the case. Many a job is out looking for good men and women who don't suspect that they are being looked for. Does it pay to learn to write a good style, and does it pay to form the habit of writing well at all times.

Ask Frank Novak.

A MOTIVATED HANDWRITING LESSON

Edith Cochran, Teacher, San Francisco Schools.

(Reprinted from the Sierra Educational News, which is the official publication of California Teachers' Association.)

In the endeavor to obtain the general objectives which have been set up for handwriting the classroom teacher should provide special situations to encourage the child to put forth his best efforts. It is a well-recognized principle of learning that insofar as possible the stimuli which incite pupils to make efforts toward the mastery of new skills should grow out of natural situations rather than out of formal drill exercises.

The objective of handwriting to develop the desire to write well in all writing situations can best be brought about by associating pupil's best writing with pleasant results.

The children of this sixth grade recognized that there was a certain standard in writing and desired to reach it. A stenographic report of the last lesson of the term shows their progress toward attainment of their goal.

Teacher: I know that we are ready to think about writing. Let us go back to the beginning of the term. What did we decide would be our objective in writing?

Cecil: We were going to try to maintain healthful posture and proper penholding in all written work.

Teacher: Can anyone express our goal in another way?

Josephine: We hoped to attain the sixth grade standard in writing by the end of the term.

Teacher: Yes, Josephine, specialists who have tried to measure how well and how quickly boys and girls should write, have given us our standard. Who can tell us just what that standard meant to us?

Verlin: In our sixth grade we wanted to reach a standard of at least 60 in quality at a speed of 70 letters per minute.

Teacher: We know that good writing is easier to read than poor writing. What is one of the first essentials of good writing?

Haruye: I think we first need position.

Teacher: By the time we reach the sixth grade we are supposed to have formed the habit of correct position but we had to check ourselves on that, didn't we, boys and girls? We found that our writing was not easy to read so we thought we would play that we were specialists and find out just what was wrong. What chart did we bring into our room to help us?

Helen: Dr. Freeman's chart showed us what was wrong.

Teacher: What did you find was your difficulty?

Joseph: I had to work for good position first and soon I had both uniformity of slant and uniformity of alignment in writing.

Teacher: Then Joseph went into group three. Why were we happy to have conquered formation and also space? Kujono.

Kujono: Because then we were given a 5 on our paper and were excused from the practice lessons.

Teacher: Was that all? Did you have any work during the writing period?

Chieko: We went around and helped the other boys and girls succeed.

Teacher: I think that was the nicest reward, don't you? Our writing tests show that some of us have not yet reached the goal. Our graphs show improvement. In October seven were found to be above the red line showing the standard for speed and to the right of the blue line showing the standard in quality. You notice our best writers also write quickly.

Teacher: What does our record in November's graph tell us?

Pearl: (Pointing to circles over names on graph.) All of these boys and girls should be very proud of their writing.

Teacher: Yes. And we are proud of them, too. Some of us still need help. Before we take our last test this term let us develop rhythm with quality and speed. What do you think would help you most?

Zelda: Maybe we could write some of the little words we use so often in our compositions.

Teacher: All right. What is one of them?

Mary: Will.

Teacher: No, I don't think that is used so frequently. Harold.

Harold: Of is one of the words.

Teacher: Watch. I will write it on the board for you. Can you tell the rhythm or count? (Teacher writes the word several times.)

Bernard: Of, (around, tie, up, slide, up, finish).

Teacher: Good—notice the down strokes are straight. Nice spacing.

Teacher: Think of position. Fine. Dip pens. Begin.

Teacher: Look at your writing. Have you finished each word with care? That does improve the quality of our writing.

Harold: I'd like to write to the music of the Victrola. (Record played.)

Teacher: (Writes on board.) Can you do it? You may try. Position. Write. Pens down. Hold up your papers. They look lovely. I am sure we are going to be pleased with the results in our writing test today. Why have we selected purposeful sentences?

Eiji: They mean something to us.

Teacher: Yes, but not only that. What else?

Bessie: They have **helped** us improve.

Teacher: Give me one sentence that has done that, Cecil.

Cecil: Improve a little at a time.

Teacher: Would you like to write it on the board? Cecil writes sentence.

Teacher: Who has another purposeful sentence?

Haruye: Watch position to maintain health.

Teacher: Write that for us. What two words in that sentence mean most to you? George.

George: Position and health.

Teacher: There was a quotation from Dickens that I liked. Do you remember that one, Kujono? Write it. (Kujono writes) "The will to do is the next thing to having the power."

Teacher: Just one more. What is your sentence, Asaka?

Asaka: Finish each word with care.

Teacher: I think we need to remember that one. Don't we, Harold?

Teacher: Class attention. Ready. Write your name and the date on your paper. You have selected your sentences. Read them through carefully. Think what they mean. Decide which one you are going to write. How many have selected sentence, 1, 2, 3, 4? (Hands raised.) You have selected your sentence. This is a test to see how quickly and how well we can now write. Remember quality and speed go hand in hand. We do not want to sacrifice good writing for speed. Position. Are you ready? Write (2 minutes). Pens down. Score your papers. The number of letters you have written divided by 2 gives your speed per minute. Exchange papers and check. Return them. Take out your own graph. Mark your speed record in the December column. How many are over the goal line? Good. How about the quality? Kujono and Cecil will help me grade that, but how many think their writing is as good as it should be for the sixth grade- When we have reached the standard what must we remember?

Mary: To always do our best.

Teacher: I think you mean that, too.

Summary

Good handwriting fits very effectively into a multitude of school activities and outside situations which serve to motivate instruction. Making class and individual graphs, keeping specimens from month to month to note improvement, acting as office clerks, writing invitations for various school activities, making special booklets, excusing from practice those who reach the grade standard so long as that standard is maintained, encouraging pupil to rival his own best efforts and take pride in results, have proven successful motivation.

The difficulties of good writing may be mastered during the penmanship period but skill in the practical utilization of penmanship is a matter of general school practice in all subjects under the supervision of the classroom teacher.

PUBLIC SCHOOL HANDWRITING

By FRANK H. ARNOLD, Supervisor of Writing
Spokane, Washington

MUSCULAR MOVEMENT WRITING HABITS

(Continued from last month)

A child is not a good reader, if he can read fluently only the selections that he has carefully studied. A good reader must be able to read any selection that is put into his hands. All other things being equal, the child who reads widely is a much better reader than the child who reads only what he is required to read. The child who reads with hesitation and difficulty is, as a rule, the child who reads very few books.

I believe that there is a lesson in the foregoing paragraph for the teacher of muscular movement writing. Of course we must build up muscular movement writing habits by having children practice over and over again the same sentences and the same paragraph, but children who have only this type of practice will not always become easy, rapid, muscular movement writers. A good muscular movement writer must be able to write without hesitation any sentence or paragraph that is dictated to him, no matter whether the matter dictated be new or old. If the pupil cannot do this, he is not an efficient muscular movement writer.

May I give a little of my own experience along this line? Quite often I go into a sixth, seventh or eighth grade class and ask pupils to write the matter that I dictate to them. I tell them frankly that if they cannot write rapidly any sentence or paragraph that I dictate that I do not consider them good writers. Here are some of the sentences that I sometimes use:

1. A stitch in time saves nine.
2. It is better to wear out than to rust out.
3. A fool and his money are soon parted.
4. Take care of the pennies and the dollars will take care of themselves.
5. Reputation is what people think you are. Character is what you really are.

I dictate these sentences as fast as the average pupil can write. I do not wait for the slow writers. Quite often I will dictate these sentences three times before stopping to talk about letter formation. My purpose in this, of course, is to develop rapid, muscular movement writers.

The writing of new material trains pupils to be alert. They must listen carefully, if they are to write from dictation. They have no book or blackboard to aid them.

Teachers and supervisors have a world of material, so to speak, upon which they can draw, if they wish to give this kind of work. Language texts, histories, readers, geographies, Current Events, newspapers, etc., are always available. It is no problem at all to select something suitable for dictation practice.

In Spokane we use the Zaner and Bloser Manual No. 96 in our seventh and eighth grades. In all other grades we use Correlated Handwriting compendiums. I have asked each of our seventh and eighth grade teachers to keep on her desk a copy of Correlated Compendium No. 6. This compendium has many fine paragraphs that can be used for dictation purposes.

If you are a supervisor and do not use Correlated Handwriting in your schools, order Compendium No. 6 for your own use. Carry it with you when you visit a classroom. Use the paragraphs in this little book to test the ability of pupils to write unfamiliar matter. A few tests may open your eyes to the vital need of this type of practice.

THE GRAMMAR GRADE CERTIFICATE EXAMINATION

Below I give the exact words of a bulletin which I recently sent to all my seventh and eighth grade teachers:

To Seventh and Eighth Grade Teachers:

All penmanship examination papers for this semester should reach my office not later than Friday, December 13. I desire to send these papers to The Zaner-Bloser Co., Columbus, Ohio, not later than December 14th.

The Examination:

The Seventh and Eighth Grade Standard contains the copy for the examination. Use the Standards (cards) quite often during the class periods from now until December 13.

Grading:

Do not send any paper to me unless you really believe that the writing of the pupil who prepared it is equal in quality to the pupil specimen found on the Standard. Examine each paper you send me very carefully and compare very critically.

I am not so much concerned as to the number of certificates you win. I want your examination papers to be of high quality.

Bind Papers Together:

Do not send me loose papers. Staple the papers together some way. An attractive cover page is desirable.

Arrangement:

Use full size composition paper. Skip a line between each part of the examination.

Name of pupil and school should appear at the bottom of paper on left.

Grade and date of examination should be placed at bottom of paper on right. Use December 13 as the date, no matter when examination is written.

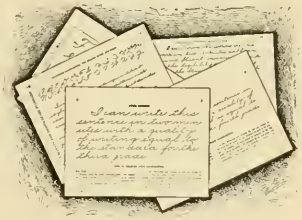
FRANK H. ARNOLD,
Supervisor.

* * *

When the desk standards or scales are used by both pupils and teachers in trying to determine what papers are up to certificate standard, guess work is largely eliminated. Pupils can easily see themselves that their papers are either up or not up. I am sure that these desk scales are going to help us cut down the number of papers we send for grading.

So that teachers may see a picture of the scales mentioned I am asking the Zaner and Bloser Company to reproduce a little "ad" which came to me a few days ago:

Desk Scales



A New Type of Scale

Five scales for Grades 2 to 8, printed on heavy cardboard.

These scales are size 6x8 and contain standards of handwriting as well as a model specimen of handwriting for each grade. They are made to use on the pupils' desks, and it is intended that each pupil be supplied with an individual scale for his grade. A set of these scales will be sent postpaid for 45c. One dozen scales for any one grade $1.28. —(Adv.)

GOLD — GOLD — GOLD
Your name with gold caps written on one dozen cards for twenty-five cents. One dollar and seventy-five cents per hundred. Can be used in a number of ways for Christmas.
T. C. Patterson
301 "a", Broadway, Hannibal, Mo.

Again in the Rank to Serve You!
Some say: "Your cards are the finest"; "they are simply wonderful." – 12 for 50c, or sample for one 5c postage stamp.
P. O. Box 909 San Juan, Porto Rico.

JAKIE, THE JUNK MAN

By C. R. McCANN, School of Business, Hazleton, Pa.

In the days when the Czars were popular, the Jewish people did not have many concessions in Russia. Simon Landowich was no exception to the rule. He had served his allotted time in the Russian army and knew that his boys would soon be old enough to shoulder the gun for the Little Father. Many Jews had been massacred on holiday celebrations and so Simon decided to immigrate to America—the land of wealth and opportunity.

Simon's brother, Ike, had been in America many years and had prospered and having the interests of his brother at heart sent money and political influence to him so that he might bring his kith and kin to more hospitable shores.

After much red tape Simon and his family landed at Ellis Island and beheld the grand spectacle of the Statue of Liberty enlightening the world. This magnificent sight appeals more to a citizen than a stranger especially if trouble has been encountered in a foreign country over some trivial affair.

It did not take Simon long to get settled in a small city not so very far distant from the metropolitan district. He was all enthused because everyone seemed to be hustling and bustling about and business was good for those who wished to gather in the sheaves.

Jacob was the eldest son and since he was nearly fifteen years of age, he had to help support the family. His hair was as black as a raven, his eyes were small and black so that when he looked at a person they fairly sparkled. His face was pointed with a nose that bespoke his race. His teeth were white and pearly and a smile continually lighted his countenance. It was not long before he secured a job in a Junk Shop where he sorted rags and old pieces of iron. He was used to work and when he received his pay, he could not believe his eyes. He made more in one day than he had ever made in a month in the old country.

It did not take the fellow employees long to "spot" him and soon he had a nickname—Jakie, the Junk Man. However, he did not mind this appellation but smiled as usual and the teasing soon wore away. In a few months he saw that if he ever wanted to get anything in life, he would need an education. It was all right to work with his hands but he was looking at the future. When a person gets old, he cannot work with his hands and no one realizes this more than an old man without a job. Employers as a rule do not wish to hire anyone who is old.

In Russia his father was poor and there were no free schools. If a Jew wished an education, he must pay for it. In the backward countries many of those who are in control do not wish their constituents to have an education. We do not have to go back to Russia to find this out either.

To those who are character readers, it was easily seen that Jakie with his sharp features would not leave a stone unturned to pick up everything he could in the educational line. He picked up many words from the men in the Junk Shop and before long was spending his evenings in the Y. M. C. A. taking up English along with some other boys who had recently immigrated to this country. Here he made many friends and he knew that it pays big dividends to make friends in this world. With some it is an art and Jakie was a born mixer.

His father did not get along so well because he could not adjust himself so easily. Jakie was wise enough to know that if he ever wanted to get anywhere, he would have to meet people who knew more than he did and most of his fellow employees did not have the education to help Jakie very much. He must get in conversation with those who had more education than he himself had. He was looking at the educational strata above. By merely associating with those who had more education, he could absorb some of it, if he were wide-awake as to what was going on about him.

It is said that the good Lord looks after his people and if they do not see the opportunities it is not His fault. One evening Jakie was trying to read a paper, picking up a word here and there. As he sat there in the chair he overheard two men talking about business and education and things in general. Jakie's ears were out on springs and as he peered around the paper he saw one gentleman was his own doctor.

"Take the case of Levine. He never went to College. All he ever had was a little Business Education down at the Sweeney Business School. If his sons and daughters would only help him, he could make still more money. They live off him—even the sons-in-law look to him for support. It is true he has an old Junk Plant but that has helped him to better business opportunities."

Jakie's curiosity was aroused when he heard his boss' name mentioned and looking up saw Dr. Lyon.

"Heno, Jakie, what are you doing here?" inquired the old doctor.

"I come here to learn," replied Jakie.

"Look here, Doc, here is a boy that has only just been over a few months. He wants to learn and I'll bet he enters business and makes a success of it. Here you and I spent four years in High School, four years in College and then another four years in a Medical School. To top it off, we have to serve an interneship before we can practice and then we starve to death for a few years before we get any patients," spoke the old doctor to a younger man, Dr. Waters.

"I know you are right, Doctor, but how about the sense of feeling that you have this education," asked Dr. Waters.

"That is all right with some people but it does not help very much when it comes to earning power. There is the Principal of our High School, Dr. Watson, who has all the degrees in the country but what good are they when it comes to earning power. I have noticed so many professional men climb the ladder of success until the Business part of the game enters and that is all the higher they go.

And Jakie was taking it all in. He never missed a word. The words "you must have a Business Education if you want to climb the ladder of success" kept ringing in his ears. He, too, had been dreaming of days when conditions would be different, when he would have nice clothes, money in his pockets, a nice home with all the comforts and conveniences, and people would look up to him with pride and respect.

"Where do you get this Business Education?" interrupted Jakie.

"Why, that is very easy, Jakie, I know Mr. Sweeney who has a Business School and he has a lot of boys just like you. Hundreds of boys have been graduated at his school and are today occupying fine positions of trust and responsibility. Some people used to call it the 'Poor Man's College' but when so many turn out to be big business men there must be something to this Business School. I have an idea that name was applied by some of the large university fellows who were a wee bit jealous over the product. If I had taken a Business Course before I went to College it would have been easier for me during my collegiate days. I could have taken down all the lectures in shorthand and would have made better marks with less effort. But we all learn too late," spoke the old Doctor addressing the boy as well as the younger physician.

"Do you think Mr. Sweeney would take me into his School? I have very little education and do not speak English very good," asked Jakie.

"You get down there before his school opens tomorrow night and tell Mr. Sweeney that old Dr. Lyon sent you down as a special student," commanded the elderly doctor.

And so Jakie climbed the steps of the rickety old stairway and the first person he met was Mr. Sweeney.

"Well, young man, what can I do for you this evening?" asked the old Principal.

"Dr. Lyon sent me here. I want to get a Business Education.

"If Dr. Lyon sent you here, I will take care of you because he is a special friend of mine and I know he would not send anyone who is not deserving.

The old Principal was a keen judge of human nature and he could see that there was a diamond in the rough in Jakie. He had handled thousands of boys and he knew a good one when he saw him.

And so Jakie was to enter a new world.

(To be continued)

This beautiful bird was made by H. P. Behrensmeyer, Gem City Business College, Quincy, Ill.

This was engrossed by a Zanerian, S. D. Holt, who was one of America's finest engrossers.

THE MEANDERER AT REST

(Continued from page 7)

taught us wood lore, the strange ways of trees and flowers; we had collections of all kinds, and we boasted of white rabbits, a turtle which he had brought us from Mt. Vernon, an alligator from Florida, and a large acquarium of swimming things. He generally had as a patient a bird that had fallen from its nest, and he discouraged cats for they scared away our beloved robins and blue birds. Dad was our leader. He and mother often went on bicycle hikes, and sometimes I was taken along in a little basket on the front of Dad's "bike."

In 1900 my father helped incorporate the Goodyear-Marshall Publishing Company of Cedar Rapids, Iowa, and the family moved there. Here he held an official position in this company until he retired from active business. He wrote many books. And that firm is still a going concern and his text books used extensively. He also represented the Company throughout the United States, their interests taking him to every city of any size. His letters home were a delight to us all. He made geography and history interesting for us. He sent us literally thousands of picture post cards, and wrote an account of every city. On these trips botanizing was his recreation and hobby, and he gathered collections of beautifully pressed wild flowers from every part of the country, some of which we still have. We eagerly awaited his return home. Sundays were then celebrated by an all-day hike to the woods, although mother rather feebly deplored that we should miss Sunday School. But father said we would see more of God and His works in nature than we would at Sunday School. On many of these excursions mother would go, too, and Dad would pilot us over hill and stream, under and over fences, through field and meadow, now and then taking to the railroad track, but always ending up in some enticing spot where he engineered the best kind of a dinner, cooked on blazing fire or slumbering coals, augmenting the store we carried along with corn and apples from friendly farmers, water cress from cold streams. And I can see my father now, wavin ghis cane to scare away a nosey cow, as we little girls squceled and fled, and that trusty old cane now stands in the corner by his case of books. Mother, only the other day, said to me, "I sometimes think I hear his cane upon the walk."

And once more home again after such a trip, we bedecked the house with our wild flowers, stored away our plunder, whether nuts or wild fruits, and sometimes he made hot tamales for us if we had collected nice clean corn husks from a farm. And in the evening we would play chess. As small children we all played a good game. And weren't we proud when he was champion of Iowa! On other occasions when old cronies came to play, we had to sit quite still and not speak above a whisper, while they figured out their moves. Mother did not like those quiet evenings when he had "chess company" nearly so well as when we all gathered round and he told stories or we had a spelldown, at which mother usually was the winner.

And thus my father raised his family. His work as an educator and author was after all only incidental to the bringing up of his five children to do him honor and credit. Finally, when we were all duly raised and educated and married, he and mother returned to California, the place they loved best. Most of all he loved the redwoods and mountains of Humboldt County in the north, so after establishing themselves in a little stone cottage in the Verdugo Hills of Los Angeles County, my father returned to Eureka to reconnoitre. Here a banquet was given in his honor, attended by former students of the

Mr. Marshall in his back yard.

Eureka Academy when he was their professor. He held this tribute most sacred and was proud that so many men of prominence had once been under his guidance. He then searched for a spot where he could botanize with interest and teach a country school. First he located on the Klamath River among the Government Indians. Not only was he their school teacher, but he was a volunteer social service worker, visiting them in their homes, advising the men and helping the mothers with the children. They all loved him. But this was rather too strenuous a life in this primitive country, and he soon moved to the little settlement of Ettersburg, spending his vacations in the South.

In 1924 I visited him. He was comfortably esconced in the home of Mr. and Mrs. Fred Etter, whose three boys were students in his school, and who gave him all the tender care that we could wish, and to whom I shall ever give undying gratitude. Here he was the friend of all the people, far and near. He roamed over the hills with the boys and girls, collecting wild flowers, teaching them as he had taught us, and making of this little plain country school a place of beauty and a delight to the children. Weeds were torn away. Stones were white-washed and edged the paths, Roses were planted, and both vegetable and flower gardens flourished that vied with the gardens of the farmers. To this little school he has left a heritage that will not soon be forgotten. A complete collection of pressed flowers and plants, representing all the species that grow in the region, together with collections of beetles, bugs and butterflies was one of his gifts to the school. He enjoyed there the study of flowers and birds, the quietness of the mountains, the simplicity of the people, and in his cozy little room on his typewriter he wrote articles for the Humboldt Standard and various publications, and kept up an ever-growing correspondence with his many friends.

At the close of the winter term of 1927, his health gradually failing, he came home to stay. Since then he has been with mother at Tujunga, continuing his writing, his chess games, and enjoying his three daughters and grandchildren in Los Angeles. He had to give up his cross-country walks. He became more quiet and gentle; his interest was not so much of this world; he re-read his favorite books. And he enjoyed the weekly letters he received from his many pupils from Ettersburg.

During his last illness his wife and oldest daughter, Winifred, cared for him, and when the end came, I, too, was at the bedside, and I am happy that to me was given the privilege of holding his blessed white head in my arms while he quietly slipped away. A valiant and worthwhile life had ended here, only to begin again somewhere, I know. Such souls God does not waste. The flowers are still blooming and the sun brightly shining, but his hammock waves in the breezes. And in the school room at Ettersburg a wreath hangs over his picture.

Twelve days after his father's death, my brother, Edward, for many years a rapid cartoonist and artist on the Keith and Orpheum Circuit, passed away. We are all the more saddened at this loss. Left to mourn them both besides mother, are Clyde, the oldest, who is a Court Reporter and teacher in Brooklyn, of whom Dad was always proud; and his three daughters, Mrs. Winifred Bowers, Mrs. Clarice Graydon, and Mrs. Joan Croft, all of Los Angeles.

CLARICE GRAYDON.

THE LAST MEANDERINGS

We had hoped to run Mr. Marshall's last Meanderings in this issue but there was not enough space. We shall, therefore, run his final contribution in a later issue. It is with a sad heart that we bid goodbye to The Meander.

—THE EDITOR.

CARL C. MARSHALL

Author, Prophet and Leader in Educational Reform
By HORACE G. HEALEY, 46 Vermont Terrace,
Tuckahoe, New York.

With the dazzling brilliance of a meteoric light, there appeared at the organization meeting of the National Commercial Teachers' Federation in Chicago, Christmas Week 1896, a figure wholly unknown to any of the members who had been attending various annual gatherings of commercial educators for upwards of half a century. That figure was Carl C. Marshall, whose passing away at his beautiful summer home in California on October 5th last was reported in the professional journals.

Let us look for a moment at the conditions in the field of commercial education at that time. The era of the private business training schools—business colleges so-called—was at its zenith, both educationally and economically. The limited courses usually offered consisted of a few months' training in bookkeeping, business arithmetic, commercial law, business English, penmanship, shorthand, and typewriting. The foundation stone of this educational program was penmanship. This was true for various reasons. In the first place, a legible and rapid handwriting was indispensable in bookkeeping; secondly, it was a subject in which improvement was very noticeable, and sure to attract attention; thirdly, it was the magnet by which multitudes of young men and women were drawn to these schools. The usual course in bookkeeping consisted of a few weeks in the preliminary study of the theory of the art, day book entries, journalizing, and ledger posting. This was followed by a few weeks' training in the office practice department, the student usually spending a week or more in each of the "model offices," wholesale, retail, express, and the bank. This training seemed to meet every need of the time. Then something happened to disturb the complacent situation. Why wait until the business practice offices were reached to learn anything about business procedure and management? This was the question suddenly proposed by practical thinkers, and on this idea was founded the new business training theory of **"actual business from the start."** Instead of receiving a day book already written up and which the student was expected to journalize, post, draw off a trial balance, and prepare a statement, he was to set up in business for himself at once by borrowing capital at the bank, renting a store, purchasing the merchandise, and announcing his opening. This revolutionary ideae was the product of the ingenuity of a California educator—Mr. Charles L. Ellis. He and his associate, Mr. N. S. Phelps, were the founders of the Eureka, California, Academy, an institution similar to the modern high school. Mr. Marshall was an instructor for several years in this academy, and no doubt his own fertile brain had much to do in developing the new plan.

About the time of the World's Fair in Chicago, Messrs. Ellis and Phelps came east and organized the Ellis Publishing Company to be located at Battle Creek, Michigan. Mr. Marshall joined them in 1895, and the campaign was on! The new firm adopted as their slogan "Learning by Doing," and in an incredibly brief time, the business training schools of the country were convinced of the soundness of the new doctrine.

Another factor, **a powerful one,** contributing to the momentous change about to take place, was the rapid introduction of commercial departments into the secondary schools of the nation. This movement began about 1890, and in ten years, the bulk of this type of education was transferred from the private to the public schools. A natural resultant of this was that the colleges and universities should offer advanced courses, and we now have as a culmination, the "Harvard School of Business Administration" where even a President's son may be enrolled as a student.

Business education was at the dawn of a new era. Old text books were scrapped, and new ones hastily compiled. Typewriting contests were held all over the country, increasing typing speed from twenty-five to one hundred and fifty words per minute for an entire hour. In all this Carl C. Marshall was one of a group of guilding genuises. As editor of the house organ, "Learning by Doing", he was in a position to exert a potent influence over the public schools of the country. Here is an extract from one of his letters at that time.

"Gentlemen: We are mailing you under separate cover a sample copy of "Learning by Doing," a journal which occupies an entirely new place in the educational field. Having by our publications practically revolutionized the method of teaching bookkeeping and business practice in commercial colleges throughout this country, the requests have been numerous that the same or similar methods be applied to our common schools. In answer to some of these requests and urgent need of such a journal, we have established this paper. The shams and false methods so prevalent will be pointed out and the remedy set forth.

We are starting out with a circulation of 50,000 copies, our subscribers being teachers, superintendents, members of boards of education, school trustees, and school officers of every description."

In 1900, Mr. Marshall withdrew from the Ellis Company and with Mr. S. H. Goodyear, organized the Goodyear-Marshall Company, located at Cedar Rapids, Iowa. This connection was maintained until 1917 when he returned to Battle Creek and once again joined the Ellis Publishing Company. Here he continued until his retirement in 1920. Details of his later life will appear elsewhere in this issue.

It will assist the reader in understanding this versatible genius to learn that he came from pure Nordic stock, was born in Virginia, reared in Kansas, and spent the early years of his manhood in California. What an ideal background for a miltant reformer and crusader! The Marshall name is a famous one in our country's history. The greatest of the Chief Justices of the United States Supreme Court—John Marshall—was one of the same family as the subject of our sketch. There is a tradition that the city of Marshalltown, Iowa, was named for Mr. Marshall's father. The discoverer of gold in California was a Marshall—whether or not of the same family, the writer is unable to say. Carl Marshall's father, James, visited California in 1850, and was one of a group of pioneers to explore the northwestern part of the State. It was he who gave Humboldt County its name, and when Carl removed to California, it was to this county he went and where he resided for twelve years.

Mr. Marshall's contributions were not limited to commercial education. Originally, his career was along the lines of science, and as a scientist, he was asked to make a study of the flora of northwestern California. In doing this he discovered many new species of plant life, one being a wild gooseberry which was officially named for him, **Ribes Marshallii.**

Carl C. Marshall was an idealist who lived fully up to his own standards in everything.

CARL C. MARSHALL

By E. E. GAYLORD, Beverly, Mass.

Carl Marshall was born in Virginia, October 6, 1852. He died in California, October 5, 1929. During the intervening seventy-seven years, he traveled in every part of this country.

Like the ancestors of Abraham Lincoln, Carl Marshall's people decided early to go west—to Ohio, to Iowa, to Kansas, where they arrived in 1857. He grew up on the farm, near the home of the famous Abolitionist, John Brown, on whose lap he was held and from whom, possibly, he derived some of the splendid fighting spirit which animated him to the last.

As a lad, he endured the privations of pioneer life. He knew at first hand the meaning of a prairie fire; the look of the "noble" Indian as he roved the Kansas plains; the menace of wild buffalo herds in stampede; the border warfare between pro-slavery and anti-slavery settlers; the horrors of Quantrell's raiders; the internecine strife of the Civil War.

He could not see eye-to-eye with his Quaker father, and early struck out for himself. He was distinctly a self-edu-

(Continued on page 26)

ORNAMENTAL PENMANSHIP

By E. W. BLOSER

Mr. Bloser was considered by penmen as America's finest ornamental writer. The instructions for the course were written by E. A. Lupfer and the copies were sent to us by G. G. Hoole, Glendive, Montana.

No. 4

E. W. Bloser was a very modest penman and shunned publicity. From my twenty-two years association with him and the many specimens which I have recently seen from his pen (most of which were executed when I was a boy) I do not hesitate in saying that he was one of the finest penman and teachers of handwriting the world has ever known. The lesson this month, like most of the specimens of his work which have, or will appear in the Business Educator, were written offhand for students.

They were not prepared carefully for engraving. They, therefore, show action, life and interest. Anyone interested in improving his handwriting can well afford to study and imitate these beautiful copies.

When he was first starting upward in his career as a penman, he lived and worked at Oberlin, Ohio. That may be

one of the reasons why he learned to make an "O" which is so full of grace and beauty. Study the bulge in the shade. It appears half way up the letter and most of the shade is above the crossing. Study the graceful ending strokes which sweep over the top of the letter. They remind one of a flag floating in the air.

Combining the "O" makes an excellent exercise. It keeps one on his guard at all times and develops a light, elastic touch.

At the bottom of the copy we have a variety of "P's." They were made, no doubt, in imitation of the "Variety of Capitals" given in the Spencerian Compendium of which Mr. Bloser was a close student.

Be sure to get plenty of contrast between your light lines and shades. Send your work for criticism.

MEMORIES OF SPENCER AND DUNTON

Dear Editor:

Your request, asking me to give a story of Mr. James Stanford who in his boyhood days was acquainted with Platt Rogers Spencer and the Dunton Brothers, has been received.

James Stanfard was born in Chelsea, Mass., February 14, 1839. His father, Thomas Stanford, was one of the wealthiest men in Chelsea in the forties; at one time he owned practically the entire City Square and other property, but lost almost all in 1849 through speculation.

Mr. Stanford is almost 91 years old, but he still writes a good hand. One can easily notice that he was a close student of Mr. P. R. Spencer and the Dunton Brothers. His first acquaintance with Spencer dates back to 1846. These early penmen did much to bring penmanship to a higher standard. Mr. Stanford said, "We always looked forward to the visits of "Father" Spencer, and when this kindly man with his high forehead, full beard and old style square glasses stood before us talking penmanship we were all eyes and ears, but when he stepped up to the blackboard and dashed off plain and ornamental penmanship we were all excited, but the climax came when he flourished birds, swans, scrolls, etc." Mr. Stanford heard Henry Clay and Daniel Webster speak many times, and admired these master orators, but Spencer seemed to excell them all when he was in his height, talking penmanship.

Mr. James Stanford, age 91, student of Platt R. Spencer and Dunton Bros., 1846-53.

The last time Stanford heard "Father" Spencer was about 1853, when he was beginning to get out printed copies of his Spencerian System of Semi-angular Penmanship.

The two kindliest faces Mr. Stanford has met in his life were Platt R. Spencer and Abraham Lincoln. These two men are the greatest characters of self-made men that America has produced.

In speaking of Mr. A. R. Dunton and his brother, Mr. Stanford says, "Mr. A. R. Dunton was a wonderful penman but was apt to exaggerate his skill too much, and condemned almost every other penman. His speeches were good and instructive, and his skill with the quill was surprising. His hand was steady and sure, and he wrote full pages that resembled engraving more than actual penmanship. He was also a master at the blackboard. He had a weakness that hindered his popularity much, and that was the use of profanity. However, if he had been as fortunate in selecting a good Publisher, as Mr. Spencer, the Duntonian System would have become a worthy rival of the Spencerian System, but the Publishers of the Duntonian System soon failed in business, and with their failure, Dunton failed."

The above are not the exact words used by Mr. Stanford, however, they convey his opinion and experiences of these famous penmen.

Sincerely yours,
CAPT. F. O. ANDERSON.
Rapid City, S. D., November 28, 1929.

Mr. Leonard J. Werth is making rapid progress in Text Lettering and Bird Flourishing. Some beautiful specimens were received from him last month.

SPECIMENS

If you have specimens to sell or scrap books which you wish to dispose of, advertise them in the Business Educator.

Mr. D. M. Evans

Mr. Evens is a new representative of H. M. Rowe Co., Baltimore, Md. We have known Mr. Evans nineteen years We first met him in 1911 when he attended the Zanerian College of Penmanship. He has had years of experience in teaching and in business. His training as a teacher, his pleasing personality, his experience in business and his interest in the company he represents make him a well rounded representative.

The Way to Success, is the title of a catalog received from the American Business College, 2301 Harney Street, Omaha, Nebr.

In this catalog we notice a photograph of J. A. Youngstrom, president, and J. A. Francis, the skillful young penman with whom our readers are somewhat familiar. This young man will be heard from in the penmanship profession.

The catalog contains photographs of other members of the faculty, pupils, schoolroom scenes, and specimens of penmanship.

The school is well represented in athletics. They have basketball, baseball, and football teams. The football team beat the Omaha University 7-0, which gives one some idea of the class of athletes attending the American College.

Mr. John F. Siple, located at Union Central Building, Cincinnati, Ohio, is a clever handwriting expert. He has examined many kinds of handwriting, some of which were very crude and could be detected without the use of a magnifying glass, others require many months of careful study.

Besides his work in examining questioned handwriting, he engrosses resolutions and does other pen work. Mr. Siple has been in the penmanship business for many years.

Mr. E. J. Kneitl, 115 Norman Street, Stratford, Ont., Canada, recently sent us a specimen written by Mr. **E. L. McCain, D. D. S.,** 6170 Michigan Avenue, Detroit, Mich. It was a remarkable piece of work for a man 64 years of age. Mr. McCain began handwriting in 1891 when he attended the Zanerian College of Penmanship. Since that time, he has added to his name D. D. S. and is now a prosperous and successful dentist in Detroit, having a well equipped office and a large practice. **Zanerian students are successful.**

CARL MARSHALL

(Continued from page 23)

cated man. Teaching appealed to him, and, although but a mere boy, he went to Arkansas to start in a district school. He liked to tell of his first meal, "boardin' round." The shaggy old patriarch, in whose home Marshall was to live for a week, called out, "Haul up a cheer, stranger, and wallop a dodger in the sop."

In 1883, Marshall, then married and with one child (his son Clyde, now an expert court reporter in New York), moved to Eureka, California, where, for twelve years, he taught in Eureka Academy, having obtained the position largely on the reputation he had made in a similar institution in Topeka, where he especially excelled in the natural sciences. His friends everywhere will recall his perennial interest in plants, birds, animals, and all natural phenomena. While living in Eureka, he constantly explored the neighboring mountains, discovering some species of flowers to which the latinized form of his name (Marshallii) has been given.

In 1895, Charles Ellis, formerly of California, but then of Battle Creek, Michigan, persuaded Marshall to join the Ellis Publishing Company. There he rapidly made a national reputation as editor of the educational magazine, "Learn to Do by Doing," and as author of text-books. As the result of an accident, Mr. Ellis died. The president of the Company, which was very successful, went into other enterprises—especially in competition with the well-known sanitarium in Battle Creek; got into grave financial difficulties, and finally committed suicide. Subsequently, in other hands, the publishing business continued to prosper, but Marshall, in 1900, accepted an invitation to join A. N. Palmer, S. H. Goodyear (well-known author and founder of the Goodyear Publishing Company), and T. S. Metcalf (Mr. Goodyear's and Mr. Palmer's well-to-do printer), to be one of the incorporators of a new concern to be called The Goodyear-Marshall Publishing Company.

Mr. Marshall, on a modest salary, had been bringing up a family of five children, so had for investment chiefly his ability, character, acquaintance, and fidelity. He threw himself into this new work with all the ardor of his aggressive nature, writing books still widely used and traveling everywhere as the representative of his firm.

These were the days when he was at his best. His love of nature, his wide reading, his clear thinking transmitted by a copious and incisive vocabulary; his affection for children; his pure habits and innate sense of dignity—all these endeared him alike to highly educated officials and to humble teachers—and especially to their families.

It was then, in the early years of this century, that he came to be more dearly loved in our family than anyone else we have known. He romped with our children; he took them rowing out in the harbor; with them he went on long hikes through the lovely countryside, and he liked nothing better than to share an out-door picnic lunch with us. From this time, a correspondence, begun somewhat desultorily in 1896, grew into a fixed and happy habit, until I now count among my most precious possessions, the scores of letters he wrote.

Things did not go to his liking in the new company. It would not be appropriate to go into details, but on May 2, 1909, he wrote, "The blow has fallen. The business of the Company is virtually in the hands of its creditors. Things are infinitely worse than anything I could have feared. The story is too long to tell on paper. Can you imagine a small boy touching off firecrackers in a powder mill, or a kindergartner at the throttle of the Twentieth Century Limited? Well, that is most of the story, although all of it is not so humorous. My friend, I am sick, sore, discouraged, disgusted, heart-sick. One minute I feel that the best thing for those who look to me for bread would be a convenient street car accident, followed by an insurance settlement; the next, I feel like hunting for an axe to break some furniture. Of coure, I know this mood will wear off and that my real fighting blood and my sense of humor (Thank God for that!) will save me. In another month I shall be working as cheerfully as though I had not spent nine good years in working with heart and hand and brain for a business, only to see it go up in smoke from a fire kindled on the altar of folly. Even if we escape the sheriff, it will take nine years more of equally hard work to get our concern to a point where the stock is worth any more than the paper it is printed on. Well, I haven't the stomach for it, and I'm going to quit," and he did quit, but not until a number of years later. In fact, so mercurial was his temperament that, within ninety days of writing the letter quoted from here, he was writing optimistically of the orders he was getting in the Rocky Mountain and Pacific Coast States.

In 1920, he quit the road and returned to his beloved California, where, with the exception of his oldest son, his children were all living. Always, he had mentally played with the idea of returning to the schoolroom, and now he saw his chance. He returned to his old stamping ground in Northern California, where, in Eureka, a great company of his former Academy pupils gave him a banquet. He took charge of a school for Indians, on the Klamath River. To judge by his letters, he had the time of his life. He spent his vacations with his family in Southern California, where he maintained a bungalow home at Tujunga, about twenty miles from Los Angeles. After about three years on the Klamath, he took a school for white children at Ettersburg, a hamlet in the general neighborhood of Eureka. For five delightful years he taught in this small school, in a neighborhood of highly intelligent people. Here he lived to the limit the outdoor life he so passionately loved; meanwhile he contributed regularly, for the Business Educator, those inimitable "Meanderings" that we shall all miss so much.

At the Federation Convention in Cincinnati, in 1925, a few oldtimers tentatively suggested making a testimonial gift to Mr. Marshall, which would make it possible for him to meet his old convention friends at the Chicago meeting in 1926. The plan was put through, and a hundred of his friends contributed a fund of more than $500 for the realization of this happy dream, but late in September of that year he wrote that his physician forbade such a trip, Mr. Marshall having suffered a heart attack. He became better later, and carried on for about a year. Then, in May, 1928, a sudden attack nearly finished him. He returned to Tujunga, and lived very quietly and happily with his wife, and not far from his daughters, who are living in Los Angeles and Beverly Hills.

In his last three-page letter to me, dated September 9, 1929, he said:

"Well, I am still pottering about my little Tujunga Valley home, and finding plenty of ways of putting in the days pleasantly. During a goodly number of hours, I lounge in a comfy hammock, in a shaded spot, under a group of liveoaks that rise near to the southern exposure of our little bungalow. Here I read or snooze or reminisce or meditate. This has been the first year of my life since I was sixteen that I have not been driven by anything definite in the way of work. At first, the experience brought me a rather unpleasant sense of uselessness, but that complex soon passed. With complete shamelessness I am now able to do whatever happens to be pleasing, and with no taskmaster under the name of DUTY to say me nay, and without a twinge of conscience to pester me.

"And yet, in a way, I am as busy as I ever was—maybe busier. At least, the passing days bring more variety of mental and physical occupation than I have ever known. For instance, I have revived my interest in chess. At present there is no one living near me with whom I can play over the board, but, happily for me, there is an organization of several hundred chess enthusiasts, scattered all over the United States, and known officially as The National Chess Correspondence L ague These are divided into various sections and proficiency groups, who play strenuously with one another by mail, the contests frequently extending through many months. I have got myself enrolled in two of these groups, and am now carrying on games with ten players, and will soon take on a half-dozen more. These are giving me an average of eight or ten moves to answer each week."

On October 5, the day before his seventy-seventh birthday, the spirit of this lovable and loyal friend passed out, and on October 8, funeral services were conducted by the Knights of Pythias at the "Little Church of the Flowers," a replica of the English Church where Gray wrote his famous "Elegy," a poem that Mr. Marshall re-

cited to himself at night when wakeful. While the services were going on, James W. Baker of Cincinnati, a warm friend of Mr. Marshall, drove by the Church, not knowing until the next day that he would never again see his old friend as he had planned. Such is the irony of events. Twelve days later, Mr. Marshall's youngest son Emile, long a sufferer from tuberculosis, went to be with his father, in the spirit land. Such is the tragedy of events.

Many of us have lost a dear personal friend; students who read the Educator have lost a wise and friendly counsellor; the field of commercial education has lost a pioneer, a worthy warrior; Life has lost one who took literally the words of the great Teacher, who said, "What shall it profit a man if he gain the whole world and lose his own soul?" Carl Marshall left a large legacy of spiritual wealth.

I learned today that Carl Marshall has passed on. Carl, our Carl of these many years past, that so many of us came first to admire, then to love as one responds to the fine, the sincere and the great in man.

And what a man! A heart so simple and good that children instinctively found a refuge there. A mind so brilliant it lighted its sure path through the unknown. A sense of justice that no selfish urge could swerve from right. A courage that never looked back, nor paused at odds however great, with a strength that all the long succession of catastrophes he met, could not break. And through it all a sound philosophy of life and a cheer of inner sweetness that made life cheerful to him and to the hundreds who knew him from coast to coast in the quarter century he was active among us.

As a youngster I came to know him while attempting a work beyond my skill, and for five years Carl trained and helped and "daddied" me for the pure joy of doing good. Today my heart is sad, but yet thankful that life gave me as one of its rare blessings the close friendship of such a man, with the solace that there is for him now the reward for those who have, under difficulties, lived the spirit in the message of the gentle Nazarine.

He was my friend for long years past,
He fathered and made me true,
There's nobody knows what a friend I've lost,
Tho there's others who feel it too.
Yes, others that feel the loss,
There's others that feel the pain,
But they can't feel it worst.
We were one from the first,
And I'll not find his like again.

F. A. KEEFOVER,
209 Argyle Bldg.,
Kansas City, Mo.

A MAN

Early in my experience there came into my life a man, studious, observing, kindly of demeanor yet forceful in the presentation of his ideas and discoveries. A teacher of experience, he was analytical, not inclined to accept theories until they had been proven by practical application. At our first meeting his advocacies were challenged by the then leaders in the profession but this man, through faith in his proven discoveries, stood his ground and by his earnestness won the esteem of his colleagues. Failing health and strength forced him to abandon his place in the arena of authors and publishers but his productions still occupy a prominent place in the schools of business training, thus proving that "A man liveth in his works, not in years."

Who among present business educators has not heard the name and does not know the subject of this tribute. Carl C. Marshall, a man in the truest sense of the word. And who has not been inspired to loftier ideals and loftier efforts from having come into personal contact with this teacher of men or through the reading of his "Mental Meanderings"?

We "reap what we sow" and the evaluation of what this man has sown may best be judged by what those who knew him now have to say of him and his influences on them. His passing brings bitter regrets to those who have enjoyed his association, his friendship and the benefits which accrue from such contacts.

His philosophical writings, his droll witticisms and his sound teachings will be missed from the columns of the Educator; his kindly direction and admonitions will be treasured by those who last came under his instruction in the little school in the mountains; and his absence in the community and the home will be mourned with the genuiness which comes of close associations and paternal influence.

Returning reminiscently to our first meeting and on down through the years of our acquaintance to the last time I had the pleasure of listening to his words of advice to a group of my own pupils, I cannot help feeling that after a brief rest on the other side of the river, he will resume the tasks left off here and that his influence will continue to be felt here on this side as long as a vestige of his writings endure and his sayings are repeated. In my estimation he was **a man** in the truest sense—an example of God's noblest handiwork. Peace to his ashes.

J. F. FISH,
Northwestern Business Coll, Chicago.

The business world has lost one of the foundation stones in the building called Business in our dear and true friend, Mr. Marshall.

It was my pleasure to have known him for years and the Business Educational field will miss him greatly. His writings were interesting and full of meat for the young as well as for the old.

May we all take a lesson from what Mr. Marshall has passed along to us and may we too, pass on to the succeeding generations something that will be useful to them.

Cordially yours,
C. R. McCANN.

A SCHOLAR AND A GENTLEMAN

Every time I see or hear that expression, Carl Marshall comes immediately to mind. More, he was a friend. Little more need be said—little more can be said—of any man.

It was my rare good fortune to be adopted, in a sense, by Mr. Marshall at a time when a gangling prairie farm boy most needs the friendship that only men of Carl Marshall's spirit can give. The world has much need of men of his character and talents.

He was **my** friend, and I shall always love him for the many satisfactions I found in his friendship.

J. L. BRAWFORD,
H. M. Rowe Co.,
Baltimore, Md.

I cannot find words to express my sorrow on learning of the death of our mutual friend, Carl Marshall. He was an unusually capable, and likable man. He was a genius in presenting rugged truths in a style so pleasing and felicitous as to make his readers enjoy them, even though they might not entirely agree with him.

He was one of the most interesting conversationalists, and offhand writers, it has been my pleasure to meet in the commercial educational field, and I share with all his numerous friends the sadness and sorrow they must feel.

S. C. WILLIAMS.

The death of Carl Marshall brings a deep sadness. He was one of the most congenial and charming friends. It has been my privilege repeatedly to have him in my own home, and always after he left I felt that a benediction had remained behind. Our profession is poorer from the passing of Carl Marshall. He had a great capacity for friendship and the memory of his life is a precious heritage.

CHEESMAN A. HERRICK,
President, Girard College,
Philadelphia, Pa.

I was quite intimately acquainted with Carl C. Marshall for a period covering about a quarter of a century and during that time I had many, many fine visits with him.

Measured by the financial standard, I presume that Carl had little toward the end, but if appraised by the finer, realy-worth-while standards, such as kindliness, good fellowship, cheerfulness, etc., he was rich beyond computation.

I am deeply grieved by the loss of a very dear friend.

J. H. SEELEY,
Scranton Lackawanna College,
Scranton, Pa.

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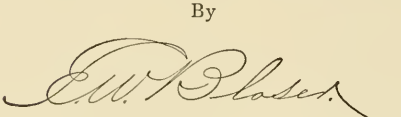
Greeting to our readers from A. J. St. Jean, Worcester, Mass.

The Value of Large Writing for Beginners in the Elementary Schools

By



(This is the sixth of a series of articles prepared by Mr. Bloser in 1928, on the Value of Large Writing for Beginners in the Elementary Schools.)

A small amount of practice with slightly raised or sliding whole arm movement will not injure anyone, but on the contrary it will help his handwriting. It trains the large muscles of the arm, and when one trains all of the muscles of the arm he as a rule is a better penman than he who trains only a few of them. There is a sympathetic relation between them, the trained helping to some extent the untrained.

Practically all professional penmen can write with either the whole arm movement or the forearm (muscular) movement, and they find no difficulty whatever in changing from one to the other. Anyone can easily make such experiments as will convince him of the truth in this matter.

One of the finest penmen America has ever had made all of his ornamental capital letters with the whole arm movement, and yet he found no difficulty in writing an ideal, practical business hand with the arm resting. In fact, his work in both business and ornamental writing has greatly enriched the skill of the penmanship profession. I refer to H. W. Flickinger who was long known as "The Prince of Penmen."

Frank H. Arnold, Supervisor of Handwriting in the Spokane, Washington, schools, probably one of the first to introduce large writing for beginners, a good many years ago, and now one of its ablest advocates, has this to say regarding whole arm movement in the second grade:

> Some persons would have us believe that it is little less than a criminal offense to teach whole arm movement to second grade children. They tell weird and uncanny tales about the horrors of such a procedure. They take particular delight in manufacturing whole arm movement straw men; and then with the ferocity of an old time Indian they hack the poor straw men to death.
>
> I have listened time and again to the old standard tale about the evil effect of whole arm movement. As the story goes, there were a number of big boys and girls observed in the seventh grade writing lesson and several of them "then and there with premeditation and malicious intent" used whole arm movement instead of forearm, muscular, movement. Well, I can tell thrillers too. I have had the privilege of seeing children of a seventh grade class write who were brought up on forearm movement. They had never known of whole arm movement, and what did these children do when they were observed? Hold your breath while I break the sad news. Most of them actually wrote with finger movement.
>
> Now, there is nothing strange or unusual about what I saw. Neither is there anything remarkable or strange about what our muscular movement friend saw. Some teachers do not know how to make the transition from whole arm movement to forearm muscular movement, and they have many finger movement writers in their classes.
>
> For every seventh grade class that uses whole arm movement instead of muscular movement I can show you two classes who use finger movement instead of forearm movement. The merits of whole arm movement cannot be judged by teachers who get little more than finger movement out of their children.
>
> Large, free, whole arm movement writing is easy to learn and easy to teach.
>
> If children have been taught wisely during their first year, they are able to enter the second grade with the ability to write all the small letters and many words at the board. In the second grade the first serious attempts at seat work should begin. (Children can be taught pencil holding and other preliminary steps in writing in the first grade, but it is not wise to teach them to write many words at the seat.) For a few days the child may be allowed to suspend his arm slightly above the desk while he is mastering a few simple movement drills and one or two of the easy small letters. Within two or three weeks, however, he can be taught to hold his right arm on the desk, and do all his writing with a sliding movement. The child thus taught will find whole arm movement an easy thing to master, and the teacher of the child will not have to nag him to death in order to get him to use his arm instead of his fingers.

C. E. Doner, Littleton, Mass., Supervisor in Massachusetts State Normal Schools, a man of large experience in teaching handwriting, states:

> When a child enters school at the age of five or six, the desire to learn to write develops within a short time. His first efforts in writing are diffuse, and if left entirely to himself without any instruction or guidance, he will write rather small with an over-contraction of the smaller muscles of the hand or fingers. This being true, and to offset this over-contraction of finger action, I am thoroughly convinced that the writing for beginners should be sufficiently large to bring into play the use of the larger muscles of the arm. There must be this neutralizing of size in the writing and effort in the execution to make it safe and sane for the child. Large writing for little tots is sound in both theory and practice.

If there are any teachers who may be prejudiced against large writing for beginners made with sliding arm or slightly raised arm movement (and at least one has written that she felt she is prejudiced), it is suggested that they have their children make the letter forms as large as they can well make them with forearm (muscular) movement. If this is done it will help some in the avoidance of overtension and eye strain, and will prove better for the child and his writing in the future than if the usual small adult size is taught.

Now, if there is any crime connected with this matter of teaching beginners to write, is it not clear that it plainly belongs to the theory that children should be made to conform to the small size, the execution of which even by adults is no easy task.

In addition to the James' quotation a few others have been given to support the theory of small writing for beginners, but if we may judge from numerous inquiries we have made, those who have had years of actual school room experience in handling this subject are practically all against that theory.

What Do Primary Supervisors Think of Large Writing For Beginners?

We can give here the opinions of but a few.

> In beginning instruction in writing, we think that in the light of our knowledge of children, large script forms should be used. Since the more delicate muscles are being used, we think we not only obtain better results in the writing, but the coordination is an earlier one. We feel that there is very little to be unlearned because children's handwriting has a tendency to grow smaller as skill develops.
>
> Primary Supervisor — Frances M. Berry.
> Baltimore, Md.

> It would seem wise to me to say, "Good big letters that I can see," and let the children gradually reduce as they find the need of getting more ideas in their paper space.
>
> Director, Primary Education — Helen M. Reynolds.
> Seattle, Wash.

> I favor the large form of writing for beginners.
>
> Director, Elementary Grades, — Elga M. Shearer.
> Long Beach, Calif.

> My experience as a teacher and knowledge of the child's physical and nervous system lead me to say that large writing is better for beginners than small.
>
> Primary Supervisor, — Mildred Miller.
> Cleveland Heights, Ohio.

> The handwriting should undoubtedly be larger for young children in proportion as the type in reading books is larger, but I believe some scientific studies are needed to prove whether or not the first writing on paper should be as large as blackboard writing.
>
> National Kindergarten and Elementary College, — Clara Belle Baker.
> Evanston, Illinois.

Ask the pencil manufacturers why they make large pencils for first grade pupils.

Ask any of the manufacturers of materials for beginners in the elementary schools why they make large things for small children, and they will all tell you that the most highly trained primary supervisors everywhere demand them because experience has taught them and research and investigation have decided that they are unquestionably better for the child than the small similar articles adults use.

(To be continued)

A Resolution of Condolence

on the death of Dr James T. Doyle

Be it

Resolved,

by the Council of the Village of Warrensville Heights, State of Ohio, that in the death of

Dr. James T. Doyle

upon October 10, 1929, this Council has suffered the loss of an able, courteous, and conscientious member; and this community has suffered the loss of one of its best loved and most useful members; and be it further —

Resolved,

that this Council express to the family of Dr. Doyle its feeling of sorrow at his untimely death and its deepest sympathy in their bereavement

Attest:

H. W. Ellacott
Mayor and President of the Council

Walter E. Knowles
Clerk of the Council

Passed:
October 17, 1929

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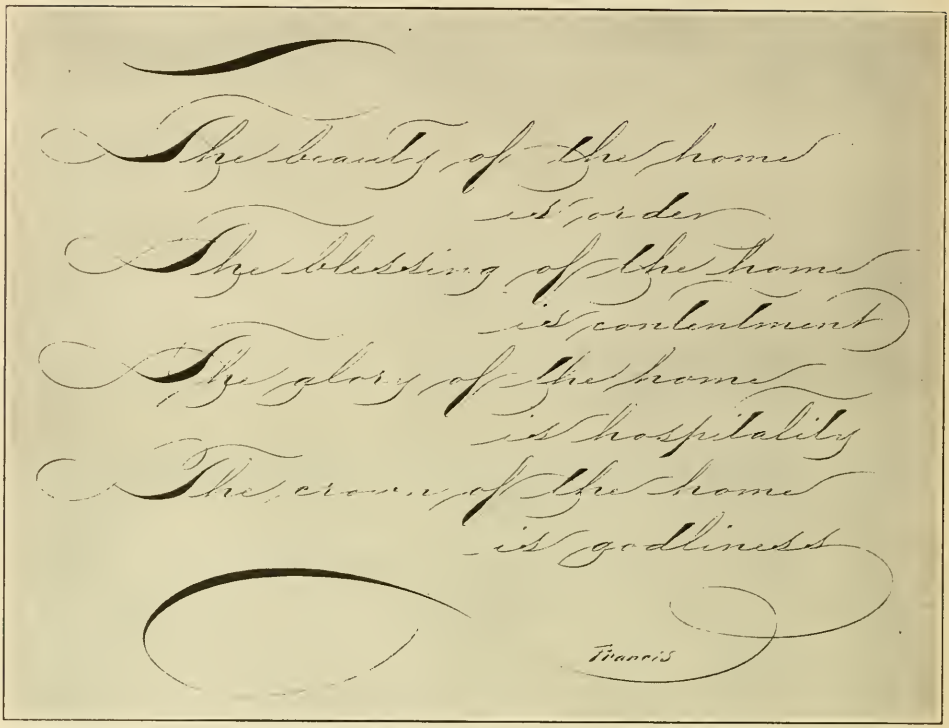

J. A. Francis, student of J. A. Savage, Omaha, Nebr., is rapidly coming to the front as an ornamental writer. Keep your eye on this young man who is a close student of the work in the Business Educator. He is now teaching in the American Business College.

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Miss Abbie O. Giggey of Portland, Maine, is a new commercial teacher in the Colebrook, N. H., High School.

Miss Martha W. Schriver, recently with the High School at Hershey, Neb., is now teaching in the Pennsylvania Avenue High School, Cumberland, Md.

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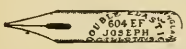

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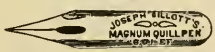

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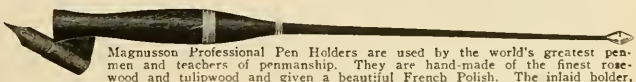

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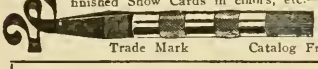

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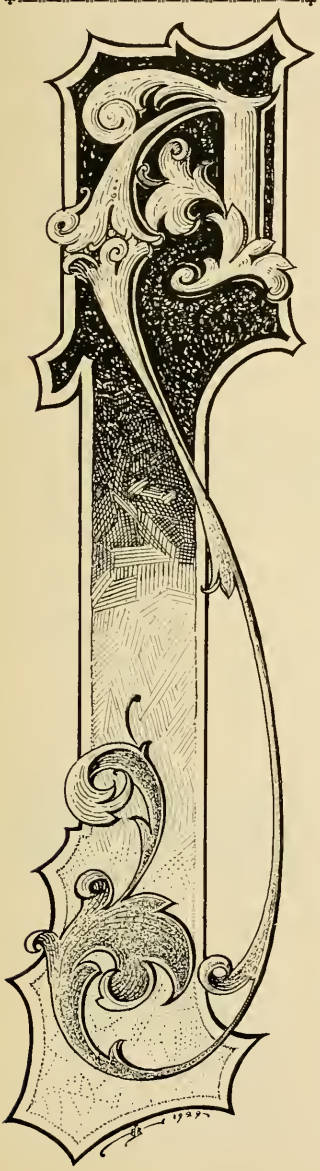
Alas! Bloser of Columbus is Dead. Every one's Friend has Gone Home. In Judgment Knowledge and Learning he Maintained Nobly Ohio and Pennsylvania especially. Quite Regret his Sudden Taking away but not Unmindful of his Value and now he's Wafted into the Spanse Yonder where Zaner dwells. As Bloser was Cultured he Developed and Established. First he Gained an excellent Handwriting and Incidentally Just Kept Learning More and Naturally Obtained a Personality Quite Respected; he Shared Triumphs was an Untiring Valiant Worker as Exhibited in his Yearning Zeal.

This masterpiece was composed and written by James D. Todd, penman in Salt Lake City, Utah. Mr. Todd and his brother came under the influence of Mr. Bloser when they attended the Zanerian College. Mr. Todd is a penman of rare ability.

DESIGNING AND ENGROSSING

By E. L. BROWN,
Rockland, Maine



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The initial "A" given in this connection is not very elaborate, and would be very effective illuminated in colors and gold. The tonal values, however, are well suggested in black and white with dots and lines. Pencil the design very carefully before inking, giving special attention to form and balance of the different units. Aim for symmetrical curves and study tone values. Use India ink, Zanerian is excellent for fine pen work. Use a thick black outline for initial and panel. The background at upper part of panel should be darkest part of the design. Leave the white paper showing in form of small specks, and if you strive for this effect carefully you will not need to use Chinese white. Blend the tones by varying the spacing and thickness of the lines. Parts of the initial must be lighter in tone on the dark background and darker where the background is light. Use short broken lines and small dots. A Gillott No. 170 pen, or a pen similar in fineness should be used for this purpose. We plan to give this initial in a completed design and in full color in the near future. Send your work for criticism and suggestions.

BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to enable our readers to determine their value.

An Introduction to Business, by Horace N. Gilbert, Assistant Professor of Business Economics, California Institute of Technology, and Charles I. Gragg, Editor, Harvard Business Reports. Published by McGraw-Hill Book Co., Inc., New York, N. Y. Cloth cover, 386 pages.

An elementary approach, by the case method, to the study of business. The book is intended especially for the use of students wishing to take an orientation course in the general field of business. It acquaints the reader with the nature of ordinary business activities and it brings out some of the fundamental principles of business administration.

How to Write a Business Letter, by Marion G. Fottler, M. B. A., Adviser for Women, College of Business Administration, Boston University; formerly Assistant Professor of Secretarial Training, Southern Methodist University, Dallas, Texas. Published by the Ronald Press Company, New York, N. Y. Cloth cover, 283 pages.

Writing letters, very often letters with important consequences, is a responsibility that no one in business escapes, whether he enjoys it or not. Good letters have much to do with building success. Clumsy or tactless letters are almost sure to cause trouble. This book seeks to explain, in terms that will be clear even to those who have heretofore given no special attention to the subject, the points that need to be borne in mind when writing business letters, and to aid the letter writer in finding the right solution for his individual problems.

Some of the difficulties people run into come from uncertainty about matters of external form. We are often in doubt as to what sort of stationery to use, how to place the letter on the page, how to punctuate, and how to spell. Other questions arise as to how to improve the construction of sentences and paragraphs and still others concern style and tone of address. All these points of custom are important if one's letters are to have that quality of good form that characterizes the correspondence of the best business houses. In the early chapters of this book, accordingly, effort has been made to set down the standards of good letter form fully and clearly, with ample illustration.

The Beginning Teacher, by John C. Almack, Ph. D., Professor of Education, Leland Stanford Junior University, and Albert R. Lang, Ph. D., Head of the Education Department, State Teachers College, Fresno, Calif. Published by the Houghton Mifflin Company, Boston, Mass Cloth cover, 478 pages.

This volume is designed to serve as a textbook in teacher-training courses in high schools and normal schools and to supply material for use in teachers' state reading circles. The content is extensive enough for a year's course in management and teaching methods in high schools and for a semester course in normal schools. By supplementing the text with the selected references given at the end of each chapter, two courses, one in methods and one in management, can be supplied if desired. The combination of subjects treated in this volume also provides suitable content for a course, in the field known as "Introduction to Teaching," if it is desired to approach teaching from the point of view of management and methods. As a reading circle adoption, it will best serve teachers who are just entering upon their teaching careers or those who have had only one or two years of teaching experience.

The content and the arrangement of the book have grown out of three fairly firm convictions on the part of the authors. First, they believe beginners need a text which will present, in a unified form, the chief elements in the whole teaching function, namely: (1) management, and (2) technique. Second, they believe that the beginner should have command of a relatively simple, but at the same time direct and definite plan of procedure. Third, they believe beginners should have training in applying basic principles of organization, management, and method to actual schoolroom situations. As an illustration of the last, the laws of learning are stated, explained, and given general application in Chapter XI; their specific application, however, is a feature of every section where the learning process is involved.

Business and Ideals, published by the Inquiry, 129 E. 52nd St., New York, N. Y. Stiff binding, 91 pages.

The Table of Contents of this book is as follows:

Foreword: Where The Discussions Start. Introduction: Discussion That Gets Somewhere. Discussion: 1. What Satisfaction Should Be Expected of a Job? 2. What Kind of Initiative and Responsibility Is Essential to a Satisfying Job? 3. What About the Boss? 4. Is It Possible to Tell the Truth and Make Good on a Job? 5. Should an Employe Accept "Gifts"? 6. Is It "Unideal" to Compete With Others for a Job and for Promotion? 7. What Advantages Is It Legitimate to Seek In a Job? 8. What Is Square In Changing One's Job? 9. What Effect Do Women In Business Have on a Job? 10. What Work Is Worth While? 11. What Can We Do About Business Standards? Appendix: How Do Our Feelings Affect Our Jobs?

Byrne Commercial College

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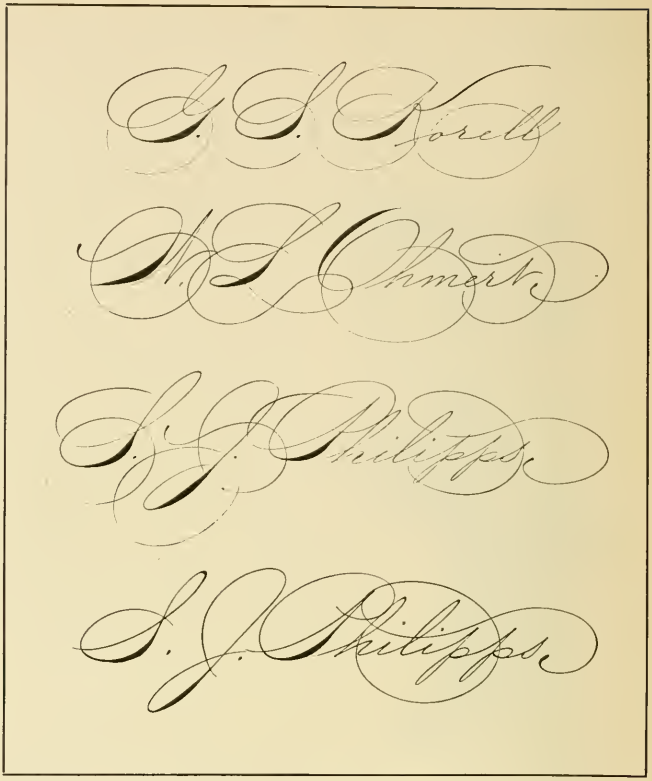
An attractive advertisement has been received from **T. M. Tevis,** Chillicothe, Mo., in which he shows handwritten samples of his cards and offers to write one dozen at the regular price and gives an additional dozen for one cent. If this scheme works as well in penmanship as it does in some other lines, Mr. Tevis ought to be swamped with work.

Erwin Ogden who last year was a student in the Zanerian College and who secured a position with the Dennis & Baird Studio, 16 Court Street, Brooklyn, N. Y., was recently chosen an active member of the Apollo Music Club and also a member of the Y Glee Club in New York.



S. J. Philipps, who wrote the above signatures, is a teacher in Office Training School, Columbus, Ohio.
Like many other teachers in the Business Colleges throughout the United States, the three teachers named above, Mr. Korell, Mr. Ohmert, and Mr. Philipps, have all attended the Zanerian College of Penmanship. All three are very fine penmen and teachers.

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1. Angelinia Tiscia, Paterson.
2. Lottie Knau, Newark.
3. Frances Marria, Newark.
4. Walter Kotza, Irvington.
5. Agnes Lakomy, Irvington.
6. Marnie Sedler, Newark.
7. Ruth Ritenour, Paterson.
8. Gladys Van Buskirk, Paterson.
9. Evelyn Schlegel, Garfield.
10. Florence Mergner, Irvington.
11. Mary Menedez, Elizabeth.
12. Elain Starr, Irvington.
13. Alice Freedman, Newark.
14. Miriam Rothstein, Newark.
15. Ida Chanatsky, Paterson.
16. Lucille Roth, Lyndhurst.
17. Frances Biondi, Newark.
18. No. 6905 Contestant, Unknown.
19. Claire Kast, Newark.
20. Frances Amoresano, Paterson.
21. Chas. Liva, Lyndhurst.
22. Florence Morano, Newark.
23. Danvis Mason, Hillside.
24. Elizabeth Mosinka, Garfield.
25. Anna Roeben, Irvington.

Eighth Grade

1. Edna Kilduff, Newark.
2. Gussie Shofman, Newark.
3. Luella Jordan, Newark.
4. Sylvia Diamond, Newark.
5. Erna Schwartz, Newark.
6. Ida Markus, Newark.
7. Anna Meyerowitz, Newark.
8. Alma Klein, Newark.
9. Rita Williams, Orange.
10. Christina Barbieri, Paterson.
11. Olga Newbauer, Paterson.
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13. Esther Freiman, Paterson.
14. Emily Cattell, Bridgeton.
15. Lillian Leonardo, Orange.
16. Lillian Torchia, East Orange.
17. Antoinette Tronolone, Orange.
18. Elizabeth Sikora, Orange.
19. Doris Grube, Moorestown.
20. Ruth Borsky, Paterson.
21. Erna Schulke, Collingswood.
22. Helen Mushinsky, Garfield.
23. Rose Pedula, Paterson.
24. Grace Cartwright, Paterson.
25. Rhoda Fein, Hackensack.

High School

1. Elsie Cohn, Paterson.
2. Louisa Skoog, Plainfield.
3. Lillian Scketelich, Newark.
4. Jessie Villano, Paterson.
5. Lillian Nathann, Newark.
6. Minnie Terr, Newark.
7. Adele Nanejian, Paterson.
8. Marion Visicaro, Newark.
9. Kathryn Muller, Paterson.
10. Ruth Weise, Newark.
11. Mildred Callanan, Newark.
12. Lillian Bopp, Englewood.
13. Edith Townsend, Englewood.
14. Minnie Reynolds, Englewood.
15. Helen Varallo, Paterson.
16. Phyllis Horne, Paterson.
17. Muriel Tompkins, Englewood.
18. Marie Adametz, Garfield.
19. Erna Rosner, Newark.
20. Caroline Bretthauer, Paterson
21. Helen Price, Paterson.
22. Eleanor Ward, Plainfield.
23. Marion Forster, Englewood.
24. Dorothy Taylor, Plainfield.
25. Alice Fude, Newark.

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Send for your name written on three cards, different colors, embellished, attractive designs, and the most wonderful card offer you ever saw, all for 10c.

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Script Specialist for Engrossing Purposes

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The finest script obtainable for bookkeeping illustrations, etc. The Mills Pens are unexcelled. Mills' Perfection No. 1—For fine business writing, 1 gross, $1.50; ¼ gross, 40c, postpaid. Mills' Medial Pen No. 2—A splendid pen of medium fine point, 1 gross $1.25; ¼ gross 35c, postpaid. Mills' Business Writer No. 3—The best for business, 1 gross $1.25; ¼ gross 35c, postpaid. 1 doz. of each of the above three styles of pens by mail for 40c.

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Small cost, easy lessons, during your spare time. Write for my book, "How To Become An Expert Penman," FREE! It contains specimens and tells how others became expert writers by the Tevis Method. Your name will be elegantly written on a card if you enclose stamp to pay postage. Write today!

T. M. TEVIS, Box 25-C, Chillicothe, Mo.

NOTICE OF THE N. A. P. T. S. EXHIBIT

The N. A. P. T. S. meeting would not be complete without an exhibit. Last year much good was derived from the devices and supervisors' helps contributed.

Let us plan to make the exhibit this year a co-operative attempt to exchange more ideas and helps that will enable us to better our own instruction.

It is suggested that the exhibit consist of
1. Courses of Study.
2. Handwriting.
3. Helps and Devices.

Start formulating your plans now for your contribution to this exhibit which is to be held in Detroit, Michigan, at the Hotel Statler, April 9, 10, and 11, 1930.

Specific plans accompany this notice.

NATIONAL PENMANSHIP ASSOCIATION MEETING EXHIBIT

Time of Meeting: April 9-10-11, 1930.
Place: Hotel Statler, Detroit, Michigan.
Date Exhibits are due: April 2, 1930.

I. Specifications

All mounts should be 22"x28" in size and a light gray color. They will be hung vertically as illustrated here. Mounts should be fastened together in three places with black tape. The top mount should have an additional tape for hanging purposes.

II. Number of Mounts

Nine mounts or three strips of mounts is the limit for one city.

III. Labeling of Mounts

Each mount should have the name of the supervisor, the city and state on the back in the upper right hand corner.

Each strip of mounts should be numbered on the back in the order the exhibitor wants them hung. Exhibits will be hung from left (No. 1) toward the right.

IV. Shipping Exhibits

All exhibits must be sent prepaid.

All exhibits should be well wrapped or encased in boxes. If the exhibits are to be returned, they should be sent in boxes with the tops screwed down to aid the committee in repacking.

Each box or package should be labeled with a shipping and return address.

Address all exhibits to Penmanship Exhibit, Hotel Statler, Detroit, Michigan.

V. Return Labels

If you want your exhibit returned, place a label with your address carefully filled out in an envelope and fasten to the inside of the cover of your exhibit. Also place a slip in the envelope specifying the number of mounts, booklets, etc., which your exhibit contains.

I. Notification

When you send your exhibit, please notify Garnette Watters, Board of Education, Hamtramck, Michigan. State how many mounts you have sent, how shipped, by mail or express and date of shipment. Also specify whether or not you want your exhibit returned.

VII. Return of Exhibits

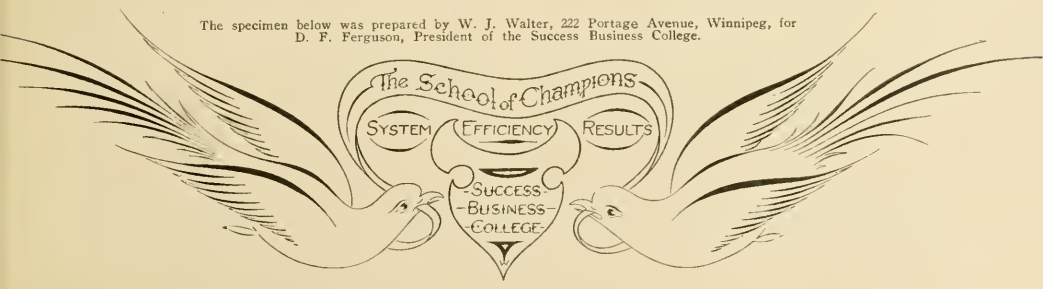
No exhibit will be returned unless a request is made by the Supervisor at the time of notification.

All exhibits will be returned C. O. D.

VIII. Individual Notices

Individual notices of this exhibit will not be sent to members of the association.

The specimen below was prepared by W. J. Walter, 222 Portage Avenue, Winnipeg, for D. F. Ferguson, President of the Success Business College.



PENMANSHIP SUPPLIES

Prices subject to change without notice. Cash should accompany all orders.

All goods go postpaid except those listed to go by express, you pay express charges. Of course, when cheaper, goods listed to go by express will be sent by parcel post, if you pay charges.

Pens

Zanerian Fine Writer Pen No. 1.

1 gr.....$1.75 ¼ gr.....$ .50 1 doz.....$ .20

Zanerian Ideal Pen No. 2, Zanerian Medial Pen No. 3, Zanerian Standard Pen No. 4, Zanerian Falcon Pen No. 5, Zanerian Business Pen No. 6.

1 gr.....$1.25 ¼ gr.....$ .40 1 doz.....$ .15

Special prices in quantities. We also handle Gillott's Hunt's Spencerian and Esterbrook's pens. Write for prices.

Broad Pointed Lettering Pens.

1 Complete set (12 pens) $0.35
½ doz. single pointed pens ..... .15
½ doz. double pointed pens ..... .30
1 doz. single pointed, any No. ..... .25
1 doz. double pointed, any No. ..... .60

Pen Holders

Zanerian Fine Art Oblique Holder, Rosewood:

11½ inches.....$1.25 8 inches.....$1.00
Zanerian Fine Art Straight Holder, 8 inches....$1.00

Zanerian Oblique Holder, Rosewood:

11½ inches.....$ .75 8 inches.....$ .65

Zanerian Expert Oblique Holder, 7½ inches:

1 only.....$0.20 1 doz.....$1.25 ½ gr.....$ 6.50
½ doz. ..... .75 ¼ gr..... 3.50 1 gr..... 12.00

Excelsior Oblique Holder, 6 inches:

1 only.....$ .15 1 doz.....$1.20 ½ gr.....$ 5.50
½ doz. ..... .70 ¼ gr..... 3.00 1 gr..... 10.00

Zaner Method Straight Holder, 7½ inches:

1 only.....$ .15 1 doz.....$ .60 ½ gr.....$2.65
½ doz. ..... .40 ¼ gr..... 1.50 1 gr..... 4.80
1 Triangular Straight Holder, 7¼ inches $0.25
1 Correct Holder, hard rubber, 6¾ inches ..... .25
1 Hard Rubber Inkstand ..... .70
1 Good Grip Penpuller ..... .15
1 Inkholder for Lettering ..... .10

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White, and six different colors:

100 postpaid, 30c; 500 express (shipping weight 2 lbs.), $1.00; 1000 express (shipping weight 4 lbs.), $2.00.

Flourished Design Cards:

With space for name. Two different sets of 12 each. Every one different.
1 set, 12 cards.....$ .15 6 sets, 72 cards .....$ .40

Joker or Comic Cards

1 set, 12 cards.....$ .15 6 sets, 72 cards.....$ .40

Papers

Zanerian 5-lb. Paper (wide and narrow rule):

1 pkg. of 240 sheets by express $1.50

Zanerian 6-lb. Paper (narrow rule):

1 pkg. of 240 sheets by express $2.00

Zanerian Azure (Blue) Paper:

1 pkg. of 240 sheets by express $2.00

Zaner Method No. 9 Paper (⅜-in. rule, 8x10½)

1 pkg. of 500 sheets, not prepaid .....$ .85
100 sheets by mail postpaid ..... .50

Inks

Zanerian India Ink:

1 bottle.....$ .40 1 doz. bottles express.....$4.00
1 bottle Zanerian Gold Ink ..... .25
1 bottle Zanerian White Ink ..... .30

Arnold's Japan Ink:

1 bottle, 4 oz. postpaid .....$ .50
1 pint by express ..... .75
1 quart by express 1.15

Zanerian Ink Powder:

1 quart package .....$ .30
6 packages or more, per pkg., net ..... .22½

Zanerian Ink Tablets (both red and black)

1 quart box, 32 tablets .....$ .30
6 boxes or more, per box ..... .25

Fine White Cardboard

White Wedding Bristol: Size 22½x28½:

6 sheets, postpaid .....$ .90
12 sheets, postpaid 1.65
2 sheets by mail, postpaid ..... .50

Large Sheets of Paper

Ledger, 16x21-28½ lb. stock (smooth surface):

6 sheets by mail, postpaid .....$ .65
12 sheets by mail, postpaid 1.10

Genuine Parchment—Sheepskin, 16x21 inches:

1 sheet, postpaid .....$ 2.50
6 sheets, postpaid 12.00

Artificial Parchment—16x21 inches:

6 sheets, postpaid $1.50
12 sheets, postpaid 2.40

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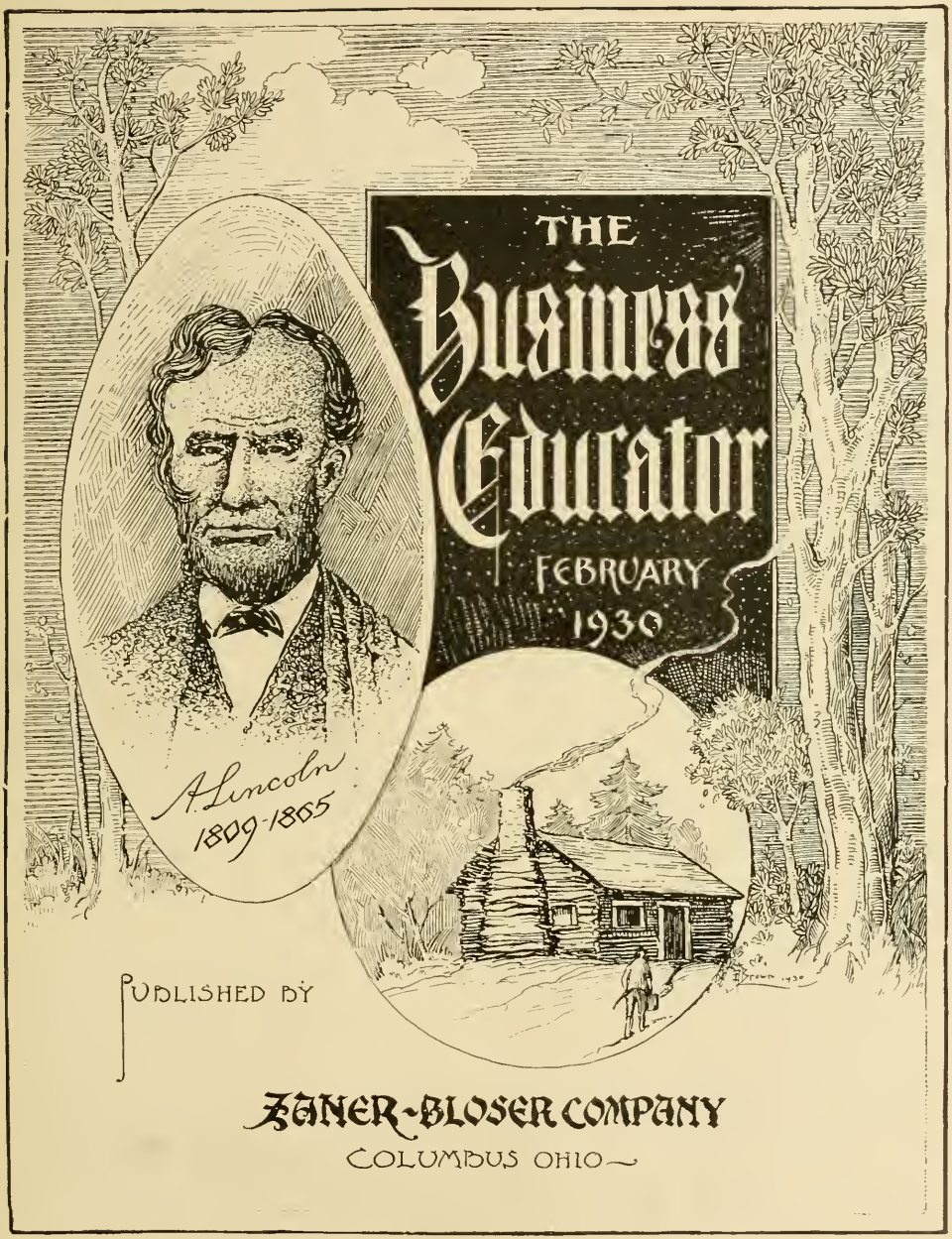
612 N. Park St.



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Books You Should Have

Freeman's Correlated Handwriting Books.

Compendiums, Practice Books, and Teachers' Manuals, a special Junior High School Manual and a Complete Teachers' Manual. Correlated Handwriting Books represent twenty years of scientific investigation and a generation of practical experience in teaching handwriting.

The copies are selected from the other school subjects, such as spelling, language, etc., which make them very interesting to teachers and pupils alike. The books are properly graded and the emphasis is upon actual writing, although sufficient formal drill is introduced to give the child the training in drill which he needs.

They have been adopted in seven states, and in hundreds of cities and towns. Correlated Handwriting Books mark a new epoch in the teaching of handwriting.

A complete set of Freeman's Correlated Compendiums, Teachers' Manuals and Junior High School Manual will be sent, postpaid, for $1.75.

Correlated Handwriting Complete Teachers' Manual

This Complete Teachers' Manual is a compilation of Teachers' Manuals 1 to 6 and the Junior High School Manual and contains 248 pages. This Manual is especially well adapted for rural school teachers, normal school students, supervisors, and all teachers who have more than one grade in a room. This Complete Teachers' Manual should be in the library of every student of Penmanship. Single copy, postpaid, 70c.

Correlated Handwriting Junior High School Manual

This Manual is intended for use of both teachers and pupils, since it contains suggestions and directions, as well as copies. It begins with a test to all pupils, to determine which pupils need practice. A diagnostic test is then given in order that each pupil may analyize his writing difficulties and see what his special needs are. The remainder of the book is given up to various kinds of application.

This Junior High School Manual is very helpful to adults who wish to improve their handwriting with the least time and effort. The price of this Manual is 25c, postpaid.

Zaner Method Writing Books

For each of the grades in the public schools, for high schools, colleges, etc. This system is the result of years of labor, study, observation and experiment, and represents the supreme effort of Mr. Zaner and Mr. Bloser. They are issued in the form of Practice Books and Compendiums for the pupils and Manuals for the teachers. They are used in many cities and states—and they are getting worth-while results. Write for information and price list.

Manual 144, 6x8, 112 pages. Manual 96, 4½x8½, 96 pages

Undoubtedly these are the most valuable, up-to-the-minute guide for teachers and students published. The copies were written freely, and are full of life, grace and beauty. The instructions with each copy are clear and to the point, and interesting. These books are being used by a large number of high schools, business colleges, normals, etc., with excellent results. Paper cover, 25c each, postpaid. Special prices in quantities.

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5x7, 32 pages, gives instructions how to write on the blackboard. The illustrations of position, chalk holding, etc., aid the teacher wonderfully in improving her blackboard work. Blackboard writing is easy to learn if you know how to stand, turn the chalk, etc., all of which is explained fully in this book. Board work will help to improve your pen and ink work. Price, 25c postpaid.

Plain Useful Lettering

5½x8, 32 pages, contains plain, simple and practical alphabets, for teachers and students interested in easy, profitable lettering. Especially suited for class use. Price, 25c, postpaid.

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A work on modern engrossing, 8½x11½, 136 pages, containing complete courses in Roundhand, Broad-pen, Penciled and Freehand Lettering, and Wash and Pen Drawing. Presents a large number of beautiful full-page Resolutions, Diplomas, Certificates, Title Pages and examples of pen and brush work from the masters. It probably contains more information, ideas and inspiration than any book ever published on the subject. Price $2.50, postpaid.

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Freeman's Correlated Handwriting Scales for grades 3, 4, 5 and 6 show the standard for each grade, as well as a standard a little above and a standard a little below the average. These Handwriting Scales answer the oft repeated question, "How well should a pupil write in Grade 3?; in Grade 4?, etc." A set of Freeman's Handwriting Scales for grades 3, 4, 5, and 6 will be sent, postpaid, for 50c.

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These Scales are issued in three forms, as follows:

Scale 1, for grades 1 and 2.
Scale 3, for grades 3 and 4.
Scale 5, for grammar grades and high school.

These Handwriting Scales were first published in 1915 and are being used quite extensively. The Zaner Handwriting Scales and Standads contain actual handwriting specimens from the various grades, as well as suggestions regarding position, form, movement and speed. A set of these Scales will be sent, postpaid, for 50c.

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Shall we DENY
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There are *enough* obstacles to the speedy achievement of good handwriting as it is. And there's only a cut-to-the-bone period daily—or even weekly—for practice. Shall we permit *other* obstacles to interfere?

Every parent, school board, or teacher who puts cheap, scratchy pen-points in the hands of children, is retarding good penmanship *unnecessarily*. It is so easy to get smooth, uniform Esterbrooks—anywhere! And they're such a *help* to good writing!

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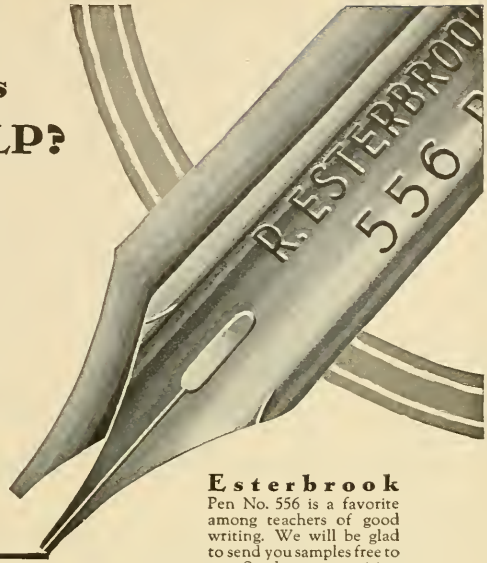

Esterbrook
Pen No. 556 is a favorite among teachers of good writing. We will be glad to send you samples free to try. Send name, position and address to Esterbrook Pen Co., 62 Cooper St., Camden, N. J.

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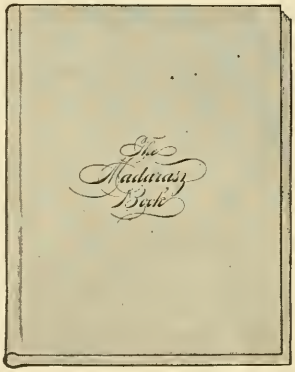

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The book contains the best penmanship executed by the late L. Madarasz, who was considered one of the finest penmen that ever lived. How he wrote, how he taught, etc., are fully explained—just what the young penmen who aspire to be masters should know. It will be many years before another book equal to this in charm and skill is produced. It is a store house of inspiration for professional penmen and for all who love fine penmanship or wish to master it.

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ZANER & BLOSER COMPANY 612 N. Park St. **Columbus, Ohio**

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Advertiser, affix, airplanes, allocated, amortization, auctioneer, authorization, bidders, brands, cautious, charts, circumstantial, classify, collectible, consignments, creditor, demurrage, distributor, etc.

Let us send you an examination copy of this new Speed Studies. Try it in your beginning theory class a few days and you will find that it is correctly named "The Companion Text to the Shorthand Manual." Every one of its 314 pages is packed with helpful aids—choice drills on shorthand penmanship, on brief-form derivatives, on frequent phrases, etc. It brings to the student hundreds of selected letters and articles written in beautiful shorthand, visualizing modern business at work.

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THE LEADER — —

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Employers of accountants who received their training in 20TH CENTURY ACCOUNTING, realize that their employees are better qualified for positions in accounting departments, and that they are better able to provide the information needed by the management.

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The Secretarial Accounting Course

includes instruction in the principles of accounting, and provides for an application of these principles to both the trading and non-trading types of business.

The Business Accounting Course

includes instruction in the principles of accounting as applied to sole proprietorships, partnerships, and corporations engaged in rendering service or in trading or manufacturing types of business. Practical work is provided through the medium of practice sets which portray actual business operations.

The Professional Accounting Course

includes instruction in elementary and advanced accounting, emphasis being placed upon the application of accounting information to business management. Instruction in Fundamentals of Accounting, Constructive Accounting, Income Tax Accounting, and Fundamentals of Auditing provides a broad training for those who desire to engage in private or public practice, or who wish to qualify for the C. P. A. examination.

What Becomes of the Graduates?

The following are typical of the positions in which graduates are placed upon completion of the course in 20TH CENTURY ACCOUNTING.

A School in Kansas Reports That —

Ernest Scroggins, was placed with Ernst and Ernst, Certified Public Accountants, Chicago, Ill.

Earl Groves, was placed with the Bureau of Internal Revenue, Treasury Department, Washington, D. C.

George Winters, was placed in the auditor's office, State Department, Topeka, Kansas.

A. C. Johnson and Raymond Wait, recent graduates, both passed the C. P. A. examination, and subsequently obtained employment as auditors for the United States Government.

An Indiana School Reports That —

Edward Stevens was placed as a junior accountant with Martin, Johnson Company, Chicago, Illinois.

Everette Shrock was placed in a position as assistant cashier, Marion National Bank, Marion, Indiana.

Fred Myers was placed as assistant production manager, U. S. Radio and Television Corporation, Chicago, Illinois.

Carl Pinkerton was placed as assistant and purchasing agent with the Indiana Truck Corporation, Marion, Indiana.

C. E. Hinton was placed as auditor with Davis Industries, Inc., Kokomo, Indiana.

All leading business colleges teach 20TH CENTURY ACCOUNTING because they know that better results can be obtained from the use of this system, and because they know that there is a greater demand for their graduates... Those who are interested in studying 20TH CENTURY ACCOUNTING may obtain full information relative to the courses offered in either elementary accounting or advanced accounting, by inquiring of their nearest reputable business college.

The Business Educator

VOLUME XXXV COLUMBUS, OHIO, FEBRUARY, 1930 No. VI

National Commercial Teachers' Federation

Thirty-second Annual Convention

While the thirty-second annual convention of the National Commercial Teachers' Federation held in the Stevens, Chicago, Ill., December 26, 27, and 28, 1929, is now a matter of record, it will be long remembered by those who attended it as one of the most profitable and pleasant meetings the Federation has ever held. Inasmuch as approximately 75 per cent of the members were in attendance it was truly a "family party."

A year ago a new goal for membership was set at 1000 members. This new goal was realized which is a great satisfaction to the officers and undoubtedly will rebound to the members through the increased interest of such a large group of progressive commercial teachers. The total membership is now 1012 and undoubtedly will reach the 1100 mark before the records for the year are closed. The goal for next year is set at 1200 members. With the increase in membership the Federation becomes a greater professional organization and will undoubtedly prove a great force in the advancement of commercial education.

Those who were fortunate enough to be able to attend the last convention undoubtedly are already laying plans to be present at the **next annual convention which is to be held in Des Moines, Iowa,** during the last week in December. Those who were unable to attend should begin now to plan to be present next December. Des Moines is one of the most popular convention cities in America and will undoubtedly prove to be a very fine host to our organization.

The officers of the Federation and of the departments and round tables are to be congratulated upon the very fine programs which were arranged. The two days were crowded with meetings providing programs of varied interest. In the general programs were included addresses by prominent business and professional men. The sectional programs were of decided interest from the professional standpoint.

The social events included the annual informal reception, the Federation luncheon, and the annual banquet. All of these events were exceptionally well attended and enjoyed by all. At the Federation luncheon Mr. John Robert Gregg who was chairman of the American delegation to the International Congress on Commercial Education held at Amsterdam, Holland, September 3-5, 1929, gave a report of the Congress.

The National Association of Accredited Schools held its annual meeting the day preceding the convention. This organization has loyally supported the Federation through all of its ups and downs, financially and otherwise, and we are certainly very glad to have the Association hold its annual meeting in connection with the Federation convention. The programs of this Association were full of vital interest to the members. The annual dinner of the Association was held on Friday evening, December 27.

The new officers and committees are planning to make the 1930 convention even larger and more successful than the 1929 meeting. The following officers will be in charge of the Federation, its departments and round tables, for the ensuing year:

New Federation Officers

President, Paul Moser, Moser School, Chicago, Ill.

First Vice President, C. W. Edmondson, Edmondson School of Business, Chattanooga, Tenn.

Second Vice President, Jane E. Clem, State Teachers College, Whitewater, Wis.

Treasurer, Charles A. Faust, 1024 North Damen Avenue, Chicago., Ill.

Secretary, C. M. Yoder, State Teachers College, Whitewater, Wis.

Private Schools Department

President, J. H. Kutscher, Oberlin School of Commerce, Oberlin, Ohio.

First Vice President, George A. Meadows, Draughons Business College, Shreveport, La.

Secretary, Miss Anna G. Durbin, Brown's Business College, Decatur, Ill.

Public Schools Department.

President, P. O. Selby, State Teachers College, Kirkeville, Mo.

Vice President, C. L. Bailey, Rockford High School, Rockford, Ill.

Secretary, Miss Anna M. Curry, Virginia High School, Virginia, Minn.

Shorthand and Typewriting Round Table

Chairman, W. C. Maxwell, Champaign High School, Champaign, Ill.

Vice Chairman, Leslie O. Whale, High School of Commerce, Detroit, Mich.

Secretary, Miss Mina Bearhope, DeKalb High School, DeKalb, Ill.

Business Round Table

Chairman, Loyal Minier, Jefferson High School, Lafayette, Ind.

Vice Chairman, Miss Elizabeth L. Butler, North High School, Des Moines, Ia.

Secretary, Miss Florence Lester, Woodward High School, Toledo, Ohio.

College Instructors' Round Table

Chairman, M. E. Studebaker, Ball State Teachers' College, Huntington, W. Va.

Secretary, Mrs. R. N. Wilcox, Wilcox School of Commerce, Cleveland, Ohio.

Stenotype Round Table

Chairman, Miss Margaret Martin, Moser School, Chicago, Ill.

Vice Chairman, Clifford Lamoreaux, Davenport-McLachlan Institute, Grand Rapids, Mich.

Secretary, Miss Alice V. Wylie, Office Training School, Memphis, Tenn.

Penmanship Round Table

Chairman, Rene Guillard, Evanston Township High School, Evanston, Ill.

Secretary, Mr. Rowe, Illinois Business College, Chicago, Ill.

THE BUSINESS EDUCATOR

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The BUSINESS EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

Practical Handwriting

By the late C. P. ZANER

who was recognized as the greatest all-round penman

POSITION

A good position is healthful and efficient. The habit of sitting healthfully can be acquired while learning to write, and alone is worth more than a good handwriting. Heed the instructions herewith, and health as well as good writing will be yours.

THE POSITION OF THE BODY

The body should be erect, the shoulders square, and the back straight at the waist. The body should incline forward rather than backward, and face the desk squarely.

The feet should be kept flat on the floor or drawn back under the seat, but never pushed out in front.

Relax the body during study periods, when not writing or doing other manual work, by leaning backward, throwing the feet forward and straightening the legs.

THE POSITION OF THE ARMS

The arms should be kept well out from the sides of the body. The elbows should be near the corners of the desk, and extend just off the edge. Of course the exact location of the elbows will be modified by the size of the pupil and height of the desk.

The clothing of the arms should be loose so the arm may act freely within the sleeve. No one can write freely with a tight sleeve. The full weight of the arm should rest upon the muscle in front of the elbow.

THE POSITION OF THE HAND AND PEN

The hand should be held about half open. The fingers should all curve somewhat, and all should be kept together. It is not a good thing to separate the fingers.

The hand should glide upon the little finger or upon the nails of the third and little fingers. It may glide upon the nails or upon the first joint of the little finger.

The side of the hand or wrist should not touch the paper. Keep the hand from falling over on the side if you want to write easily.

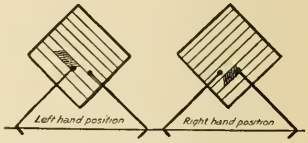
THE ANGLE OF THE PAPER

The angle or slant of the paper affects or modifies very much the style and slant of writing and the manner of producing it, whether with the fingers or arm. It is therefore important to form the habit of turning the paper at such an angle as to secure form with movement.

The angle of the paper best suited to most pupils is that whereby the ruled lines point from the lower left to the upper right corner of the desk. The lines on the paper should be parallel to a line drawn on the desk from the lower left to the upper right corner. Such a line drawn on the desk with oiled crayon (crayola) makes it easy for all pupils to know at just what angle to turn the paper at all times for all written work.

THE HOLDER

The holder should be held at an angle of about forty-five degrees. It should point toward the shoulder. Pointing it over the shoulder causes it to slope at about the right angle, and at the same time it prevents the hand from falling over on the side.



Gripping the penholder tightly must be avoided. The muscles should be tensioned only enough to hold, propel, and control the pen with ease.

The holder should be held between the thumb and first finger and touch the side of the second finger between the end and joint. The first finger only should be on top of the holder, and the thumb should be opposite the first joint of the first finger.

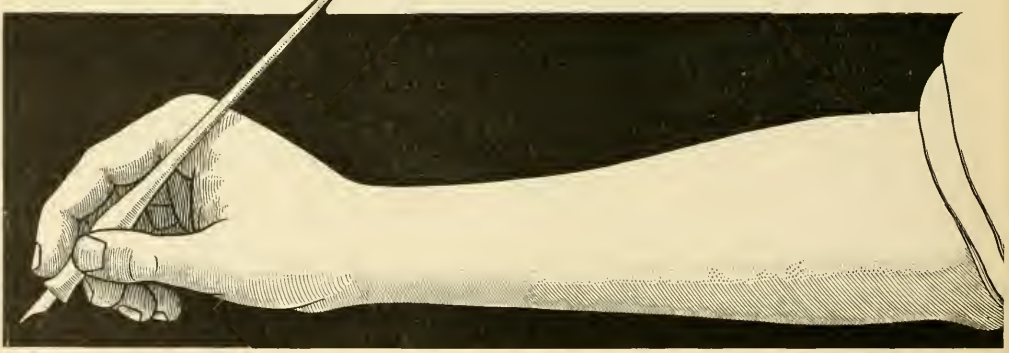
GENERAL WRITING

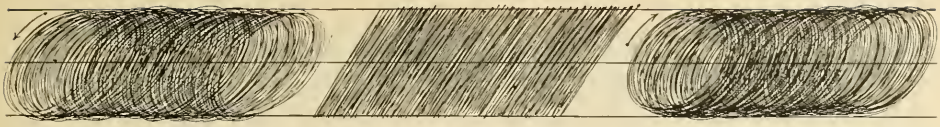
It is not enough to try to do good writing during the writing period only, but all writing should be done with the greatest possible care.

To write with care fifteen minutes each day, and with haste and carelessness the remaining periods, will not result in good writing. Therefore, do all the work with freedom, and with the arm rather than the fingers.

A SPECIMEN OF YOUR WRITING

When beginning to practice from this course write: **"This is a specimen of my penmanship before beginning to practice this course."** Date it, sign your name and address, and keep it for future reference to see how much improvement you make.





Sit squarely. Let full weight of arm rest on muscle in front of elbow. See that hand glides on nails of the last two fingers. Keep side of hand off paper. Push and pull and revolve arm freely on muscle within sleeve, without sliding it on the desk.

The exercises should be practiced at the rate of one hundred eighty down strokes a minute. Practice but one exercise at a lesson, continuing it across the page. Each exercise should contain four hundred down strokes when made continuously across the page. Shift elbow and paper each about twice.

Count as follows: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 1, 2, 3, 4, 5, 6, 7, 8, 9, 20, 1, 2, 3, 4, 5, 6, 7, 8, 9, 30, etc., up to a hundred and then repeat. Do not pause after 10, 20, 30, 40, 50, etc., but continue regularly at rate of three counts to second. Count by the watch until you are sure of the time.

Keep hand in position and practice exercise with dry pen until you are sure you can make it without sliding elbow or working fingers. Always start the motion before touching pen to paper. Count for the preliminary motion as you do for the exercise.

If you cannot make exercises two full spaces high without using fingers or sliding sleeve on desk, loosen the sleeve or roll it up. Persevere until you can make it two spaces high with ease. Do not grip the holder tightly. Relax muscles at elbow. See how easily you can move the arm. Avoid stiffness and rigidness. Review one of these exercises frequently before taking up the regular lesson.

Start direct oval and straight-line exercises at top and indirect oval exercises at bottom. Do not raise pen in upstrokes of the straight-line exercise.

Curve both sides of oval equally. End each exercise with an oval and not with a circle. We call them "ovals" for convenience, although technically they are slanting ellipses. See that ovals and straight lines agree in slant.

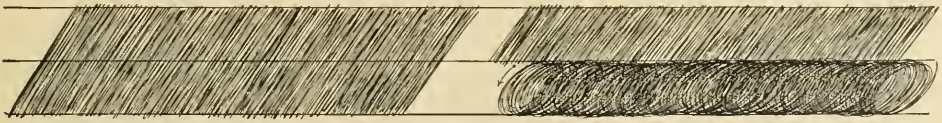
A **right start** is certainly a thing to be desired. Therefore do not begin until you have made sure of a healthful and efficient position. Next, study critically the copy to discover just what is desired, and how to produce it.

Make the direct, compact oval exercise as above, between two blue lines at the rate of 200 a minute. Make line after line of the exercise until you master the arm movement as well as the exercise. Watch the spacing closely so as to secure and maintain uniform color, as there should be neither blots nor wide open spaces.

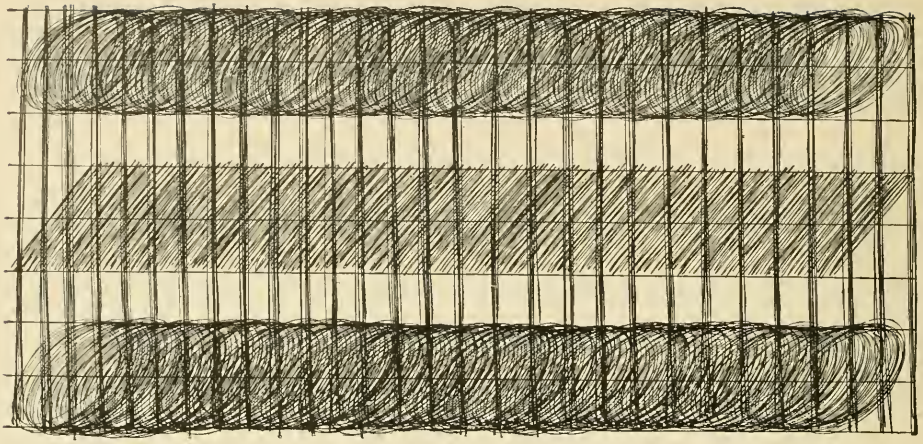
Retrace each oval six times. Curve the down stroke as much as the up stroke; the top should be as rounding as the bottom. These are the essentials of form, and should not be overlooked. Remember that every exercise should have some specific form, and that the hand should be trained to reproduce it at will.

These exercises should be made with the forearm acting like a hinge at the elbow. No wrist or finger action should be used. These are fine exercises to practice crosswise on the page over what has been practiced. Paper can thus be saved, and the habit of writing straight across the page without a ruled line acquired.

Push the pen freely, firmly yet lightly half across the page, then back again, with a crisp but not scratching sound. Two forms are given; one solid and one in stripes or bars. Space each uniformly and strive for neatness as well as for ease. Watch position of body, and keep holder pointing toward the right shoulder.



These exercises are made with push-and-pull arm movement, no finger or wrist action being necessary. Endeavor to secure uniform slant. Make about 200 down strokes to the minute. See how even you can get the spacing. Arm movement, like most good things, is secured only by persistent effort. Painstaking, intelligent practice is the secret of good penmanship. These exercises are given to aid you to gain control of the arm muscles so that you can eventually write with them, and write well and easily, too. Each exercise may be practiced half way across the page as shown in the copy, or each may extend across the page on a line by itself.

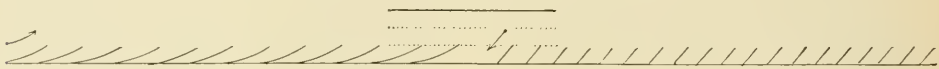


This illustrates how the first three exercises should be practiced across the page. It also shows how the left hand of the third copy is practiced crosswise over the first, thereby economizing paper, systematizing effort, and learning to write straight without ruled lines. Such cross-practice reduces scribbling to the minimum.

Make these oval and straight-line exercises without raising the pen, going without hesitation from the one to the other. Count eight times for the oval and twice eight for the straight-line part of the first half of the exercise. This going from one to the other quickly prepares one to go from one letter to another without hesitation; a very necessary thing in actual business writing. Use pure arm movement. Hold the pen firmly but do not grip it. Aim to preserve a neat appearance of the page, free from blots, and systematic in arrangement. Do not be satisfied with fair results—strive for excellence. If you are sincere and persevering, you will get what you go after. See that slant is uniform and spacing regular. Ovals are about two-thirds as wide as long. Watch position.

This is a good exercise with which to gain freedom from left to right. Count as follows: right, left, right, left, etc., at the rate of about one hundred strokes a minute. Let the strokes be quite as regular as that of a pendulum, and as clear cut as you can possibly make them. Do not let the wrist twist, but see to it that the forearm swings freely and forcefully straight from the elbow. Lightness and smoothness of stroke, and quickness of action are desirable.

The little straight-line exercise should be made with a quick, vibratory, in-and-out motion of the arm at the rate of about three hundred down strokes to the minute. Be sure to use no finger action in this exercise, and see to it that the arm works freely in-and-out the sleeve. Aim to secure uniform space as well as uniform height and slant. These exercises aid in getting control. Make the little straight-line exercises one-half space high.



These little principles represent the first steps or fundamentals in learning to write well. Make the right curve upward with the forearm swinging from the elbow, and the little finger slipping freely. Count: 1, 2, 3, 4, 1, 2, 3, 4, etc., at the rate of one hundred and twenty a minute. Notice carefully the curve, slant and length, and make it one-third of a space high. Curve it but little.

The little straight line is made downward instead of upward, and with the little finger slipping less freely than in the right curve, being finished with the pen resting on the paper, while in the right curve the pen was raised from the paper while still in motion. Watch spacing and slant. The tendency is to make the lines too close together, and to slant them too little. Watch position, and keep the fingers from acting.

Practical Business Writing

By G. C. GREENE

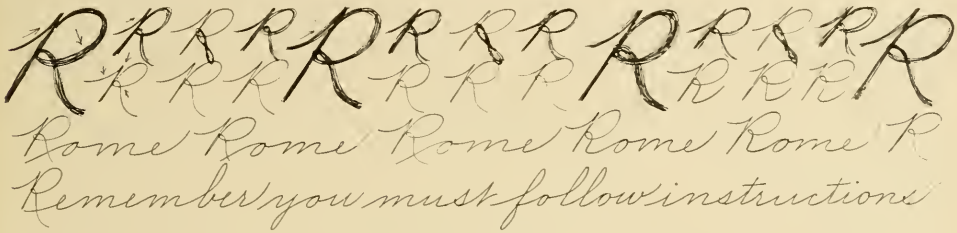
Head of Penmanship Department, Goldey College, Wilmington, Delaware

Send 25c with five of your lessons (one to a page) for criticisms and helpful suggestions.

No. 6

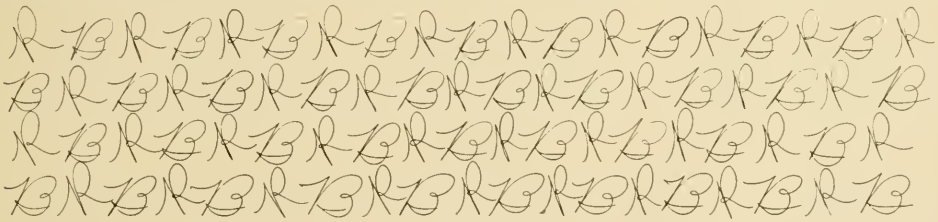
LESSON 51

The movements necessary in making the R have been given in previous lessons. In this lesson you will find it helpful to make the R large and retrace it several times. Practice the lines in the order given and you will soon see improvement. Write the last line several times before going to the next lesson.



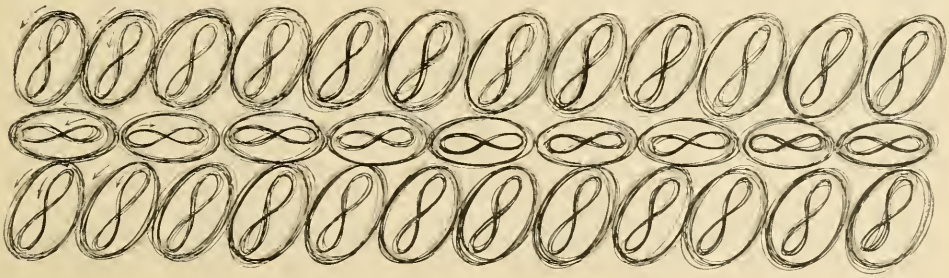
LESSON 52

Here we have another capital drill that will help you. The instructions for this lesson are similar to lesson 49. If you will use two colors of ink in drills of this kind you will be much pleased with results. Plan your drills carefully and you will accomplish more.



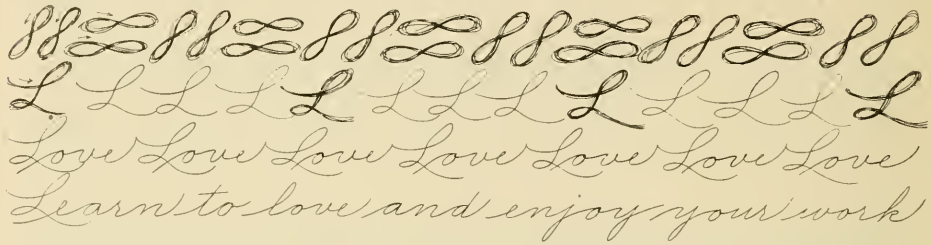
LESSON 53

We are now ready to start the study of the most difficult capital letters in the alphabet. This lesson should have several hours of thoughtful practice. If this drill is carefully worked out it will save time later and greatly reduce the work required to make the compound curves in letters. Do not give this exercise up until you have a fair amount of control.



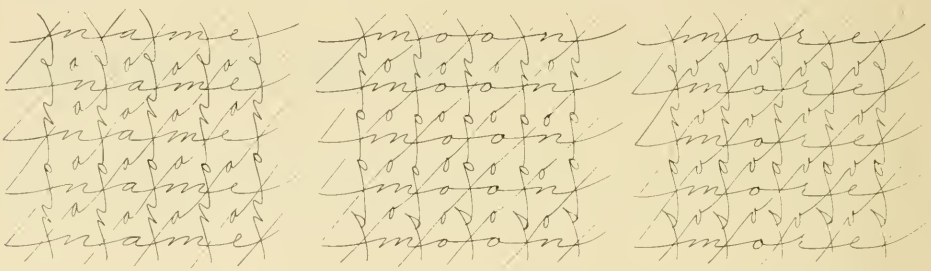
LESSON 54

The first line of this lesson should be made just like the copy. Make the first stroke in the L with a deep right curve. This helps to get a good loop at the top of the letter. The neck of this letter between the two loops should be very short. Observe closely if you want to improve rapidly.



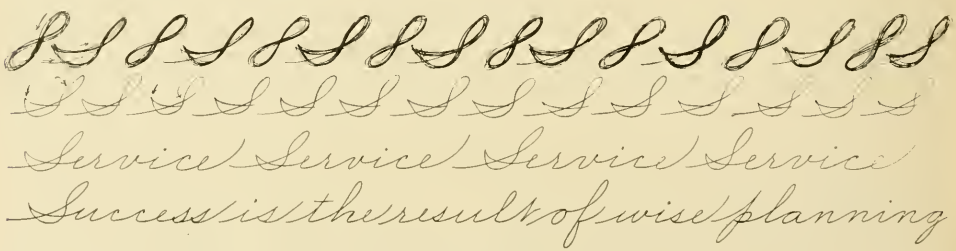
LESSON 55

This lesson is a short review that will help your movement when it comes to making the small letters. See that your lines are clear of kinks and pauses. Use three colors of ink on this lesson and see how it looks. Make spacing between lines the same.



LESSON 56

Before starting this lesson make up your mind that you are going to do better work. The retraced S is a wonderful aid in the execution of this letter. The first line has a good left curve. Make the base large and round. The left end of the boat-shaped base should have a sharp point. Observe where the arrows point.

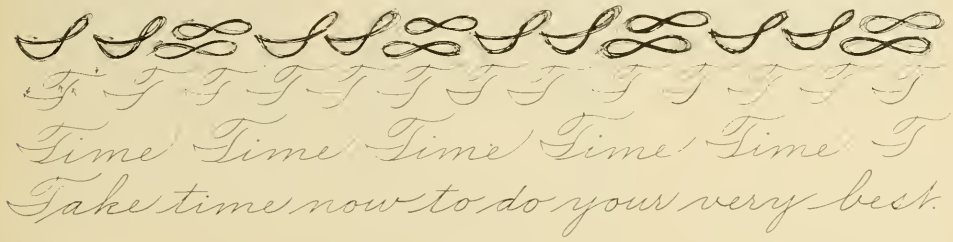


LESSON 57

This lesson is intended to be a review and should be worked out as previously instructed. Equal spacing is the big factor in a drill of this kind. Keep letters the same size. Do not give up because you cannot succeed at first. Keep trying. It takes time to accomplish anything worth while.

LESSON 58

Start the stem of this letter with a slight left curve about half way between the lines on your paper. Make the base first then finish the letter with the compound principle evenly balanced above the stem. See that the top principle does not touch but that it leaves an even space well above the base stem. Observe!



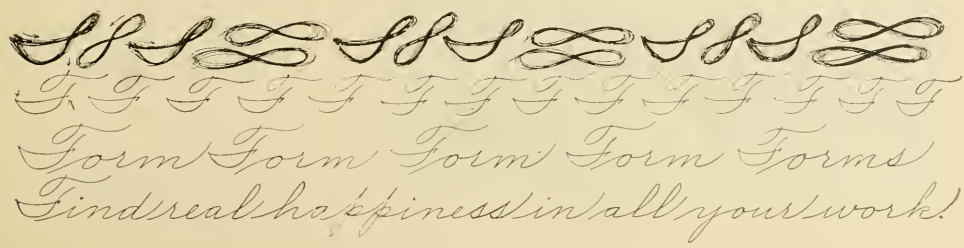
LESSON 59

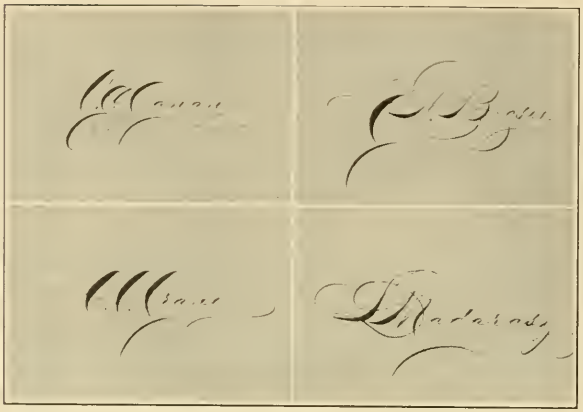
In as much as the D has a few lines similar to the T I believe you will enjoy this particular review. Forget about your troubles and see how accurately you can work this lesson out. Remember always that it is the difficult lesson well prepared that makes the penman.

LESSON 60

The F is made like the T except the little finishing stroke in the base principle. See that this short down stroke is close to the first line. Observe the arrows.

The preparation of this work was a pleasure to me and I sincerely hope you are finding real happiness in this course.



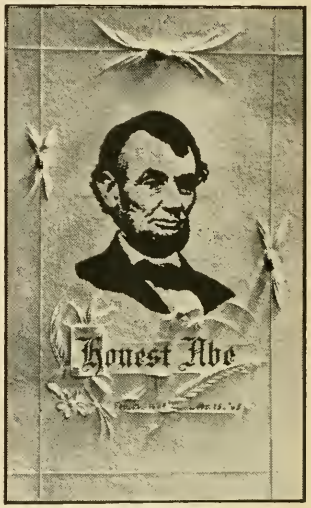


By F. J. Smith, Stone College, New Haven, Conn.

The above was written by J. A. Francis, the coming young penman of Omaha, Nebr., and student of J. A. Savage. Mr. Savage will be an instructor in the 1930 Zanerian Summer School.

The above was lettered and carved by Frank A. Krupp, penman in the Interstate Business College, Fargo, N. D. Mr. Krupp is preparing a course of lessons in this interesting branch of work.

SEND US WORK FOR THE STUDENTS' PAGE



The above drawing of Lincoln was made by Richard Hyland. The carving and lettering was done by Annie Henderson. Both are students of Frank A. Krupp, Interstate Business College, Fargo, N. D. Mr. Krupp is preparing a course of lessons in card carving for the Business Educator. The above is a typical example of what students can accomplish.

We hope to see many of our readers follow this course, which promises to be very interesting.

TEN COMMANDMENTS FOR THOSE WHO WOULD SUCCEED

By GEORGE A. MEADOWS

1. Thou shalt first prepare thyself, by securing a good, practical, fundamental education, followed up by Specialized training.

2. Thou shalt place duty, devotion and loyalty above Self and the Almighty Dollar.

3. Thou shalt lead an honorable, upright, exemplary life.

4. Thou shalt be courteous, diplomatic and level-headed.

5. Thou shalt be industrious, energetic and persevering.

6. Thou shalt develop initiative, executive ability and leadership.

7. Thou shalt co-operate with thy fellow-workers, regard their rights and privileges, and look out for the best interests of the organization, institution or community.

8. Thou shalt be enthusiastic, cheerful and optimistic.

9. Thou shalt be economical and thrifty, and invest thy savings wisely.

10. Thou shalt develop personality, be neat in thy personal appearance and dress, and keep thyself in good physical condition.

PRINCIPLES OF THE TEACHING OF HANDWRITING

By FRANK N. FREEMAN
(From Montana Journal of Education)

We are passing through a period of change in the teaching of handwriting. The old methods are passing away and the new methods have not yet become established. The result is that many teachers are floundering. There is general complaint that handwriting is poorly taught. This complaint probably has some foundation. The criticism of the old methods has led to a general distrust of the methods of teaching the subject. This has led to a general relaxation in the effort to produce good writers.

The abandonment of the older methods of teaching writing will be a distinct loss unless we learn to substitute for them methods which are still more effective and which are better adapted to the psychology of children. The old methods had certain merits which must not be overlooked. The new methods must retain these merits and add others to them, or they must substitute methods which have other qualities of still greater importance. The difficulty with some of the methods which are now used is that they discard the good along with the bad in the old methods and set up nothing in their place except an easy-going faith that if the child is left alone he will teach himself. There is nothing in experience to warrant us in this easy-going faith. The child who teaches himself in a subject like handwriting will have a habit which is like the house the man built all by himself. The man's ingenuity and industry was to be admired but the result was far from ideal. The proportions were wrong, the walls were out of plumb, the chimney did not draw, the doors opened the wrong way, the windows were not properly placed, the stairway was too narrow, and a few other little things were wrong. So it is with the self-taught individual. The result is usually not much to speak of.

The new methods of instruction in handwriting which are substituted for the old methods must do two things. They must conserve the valuable features of the old method and they must set up a method which is equally well organized. The new method must not only have the merits of the old, but it must correct the defects of the old method and must meet the demands which the old method failed to meet.

Let us consider briefly, then, the demands which the old method did not meet and which a new method must meet.

Probably the greatest defect in the old method was that it failed to fit the needs of young children. Primary teachers and supervisors, generally, have felt that the formal drill which is characteristic of the old method was entirely unsuited to children in the primary grades. This opinion is supported by the weight of scientific investigation. Primary children are neither psychologically nor physiologically ready for the formal drill which has frequently been imposed upon them. They lack the skill of hand necessary to acquire the rather difficult arm-movement style of writing, especially when written with a pen. Furthermore, they cannot readily be made to see the importance of formal drill. They are interested in meaning and its expression and not in the acquisition of skill for its own sake.

FRANK N. FREEMAN
Professor of Educational Psychology, University of Chicago and Author of Correlated Handwriting.

Another difficulty with the traditional method is that it attempts to develop a style of writing which is adapted to experts but which requires more training and skill than are available for the instruction of the average elementary school child. Under ordinary school conditions the pursuit of this method tends to lay an over-emphasis upon movement and does not sufficiently develop neat and compact forms.

The traditional method, however, had certain conspicuous merits, which, as has already been said, it is necessary to conserve. In the first place, it laid stress upon good position. This is essential both from the point of view of easy and fluent writing and from the point of view of health. Any method which fails to develop good position will be inadequate. In the second place, the traditional method developed fluency and ease. This is partly the result of position and pen-holding and partly the result of its drill exercises. Any new method which develops a cramped style of writing will suffer by comparison with the traditional method. Finally, the traditional method develops a rhythmic movement. This again is desirable. Easy-going, go-as-you-please methods of teaching will fail to conserve these features.

In order to conserve the desirable features which have just been mentioned, it is necessary that there be a certain amount of formal training in writing. As has been said, the incidental self-taught method will fail to accomplish these results. A satisfactory method, therefore, must involve drill or formal training.

The important question in regard to formal training is, however, its relationship to the expression of meaning. The traditional method erred in that it introduced formal training at a time when it was not adapted to the child and when it had no meaning to him. Formal training must be introduced after the child recognizes its need and when he has developed a sufficient bodily skill to carry it on without undue effort. The time for the emphasis upon formal training comes in the intermediate grades.

In the primary grades the child should be occupied chiefly in writing to express a meaning. At any rate, he should begin with a meaning in his mind which he wishes to express. This will give writing its proper setting in his mind. It will be to him primarily a means of expressing thought and not primarily the mere production of forms on paper. As the child endeavors to express his thought in writing, he will, of course, come to see that it is necessary for other people to be able to read his writing in order that his thought may be adequately expressed. He can thus be led to study the form of his letters and compare it with that of the standard letters. When he discovers errors in form he can be led to see the purpose of practicing upon particular letters in order to overcome these errors. This is the type of practice which is suited to the child in the primary grades.

An adequate method of instruction must develop a style of movement which possesses fluency and ease. The movement must also be reasonably easy to learn and remain the permanent possession of the individual instead of being abandoned as soon as the compulsion of the school is withdrawn. A suitable style of movement, which involves a reasonable amount of arm movement and which is rhythmical and fluent, can be developed without an excessive amount of formal drill. The essentials of this method include good position of the body and arms, proper position of the paper, a reasonable method of holding the pen, and simple exercises to develop rhythm and fluency. The desirable style of movement will not develop spontaneously, but it can be developed without the agony which has commonly been attendant upon the traditional method.

If a new method conserves these advantages of the old method, it may then go on to add new advantages.

(Continued on page 22)

Neatness

One of the worst retarding influences in the development of accurate, graceful penmanship is the tendency on the part of some writers towards carelessness in their practice, and in their execution. When a penman has succeeded in acquiring a free, easy movement, and has a good working knowledge of the letter forms, there can be no reasonable excuse for untidiness or carelessness in his writing. Yet the writing of many penmen appears untidy. This is due largely to the method or manner of practicing, and to carelessness in the matter of initial and ending strokes.

To overcome the former it is advisable to divide the writing page into four sections, leaving a margin of ⅝-¾ inch on both sides. Select words or letter combinations that will just fill the sections, conforming with the lateral scope of the writer. Arrange each word in exact vertical alignment at first in columns, afterwards writing them in lines, taking care to maintain the vertical alignment as before. Fill the page in this manner completely and carefully, and the pleasing appearance of the page will have an unconscious influence on all future work.

The appearance of a written page may be greatly enhanced by paying close attention to the length of the initial and final strokes. If the initial strokes are made short, commencing on the line, and the final strokes made as though another letter were to be added, and ending at the height of the minimum letters, then much of the straggly rat-tailed writing would disappear. Try this, if you have not already done so, and I am sure you will be astonished with the result.

The fifth of a series of ten beautiful pages by J. J. Bailey, High School of Commerce, Toronto, Ontario, Canada. Be sure to read what Mr. Bailey has to say in these beautiful pages.

NELLIE RECEIVES A PROMOTION

By J. A. SAVAGE,
Supervisor of Writing, Omaha, Nebraska, Public Schools.
Teacher, Zanerian College of Penmanship, Summers 1929-30.

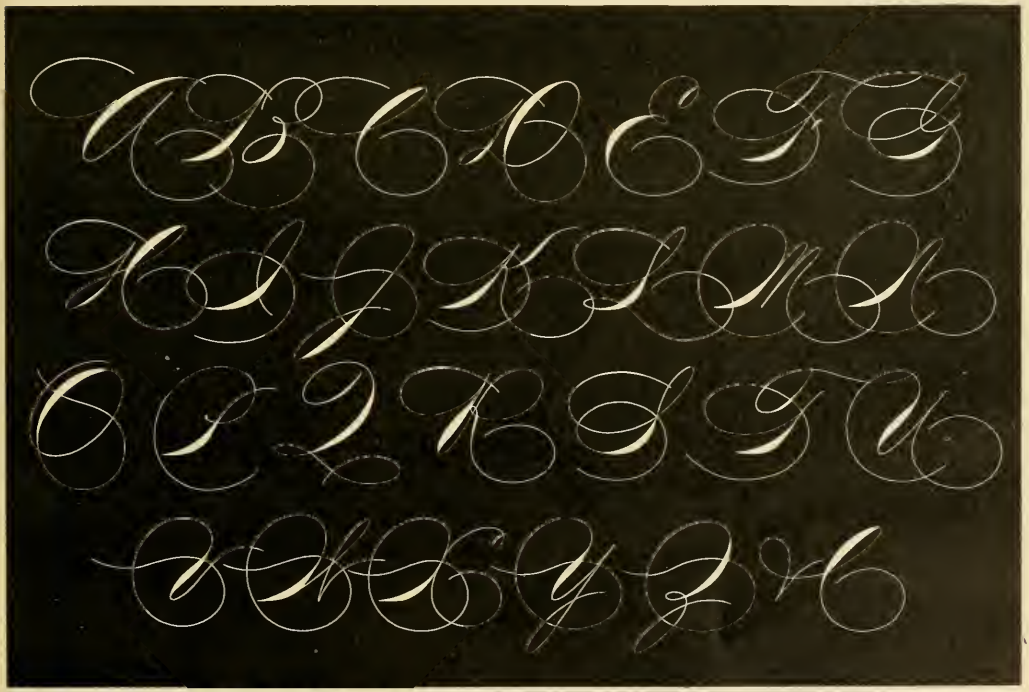
Nellie Parker was working in an office at Railroad headquarters. One day she and about a dozen other young women and men were called into the large committee room by the manager of the office and seated around the director's big table. Before each one was pen, paper, and ink and a small card of printed office rules.

After they were seated, the office manager explained that he was in need of a large number of copies of the office rules, but that their supply was nearly exhausted and inasmuch as they must have them at once he had requested those present, who were among the best writers in the office, to write them for him. He told them to get busy and write them as rapidly as possible, but to be very careful to make no mistakes.

As soon as he had given his instructions, he left the room and was gone for several minutes. When he returned, he went from one to another, inspecting the work they had done. Finally, he told them to stop as he thought they had written enough of them. He also told them he had found out just what he wished to know. He said that his object in bringing them into the room was not for the purpose of writing office rules, but for the purpose of seeing how they handled the pen and the kind and quantity of work that each one turned out. He said that Nellie had written more copies than any one else in the room and that her writing was also better than that of any of the others; that because of this he had selected her for promotion into a much better position, and that the rest of them might now return to their desks and to their regular work.

If you or I could have been a mouse located in an inconspicuous place near the door as these folks passed out, we perhaps would have heard remarks somewhat like the following: "I can write better than she can," "Why, most any one can." "The old smarty, why didn't he tell us what he wanted. I'd show him who is the best writer here," and many other sarcastic remarks along the same line. Now, perhaps what these folks said or thought was very true. Probably Nellie was not the best writer among those who were assembled in that room, but whether someone else **could** write better than she did or not, the fact is that they did **not** write better than Nellie. What the office manager was looking for was not someone who **could** write well, but someone who always **did** write well. It was Nellie's habit of writing well at all times that secured for her the promotion and it was the lack of an effort to do their best at all times that kept some of the others from being promoted.

We never know when we are being watched, when we are being tested by someone in high authority for a good position, or for a promotion. This experience of Nellie's should be an inspiration to every young man and woman to make the most of his abilities,—not to be careless at any time, but always to do his best.



The above alphabet was executed by L. W. Karlen, a former student of Zaner and Bloser (1902-1903). Mr. Karlen has spent 20 years with the Equitable Life Insurance Company, Des Moines, Iowa, heading the policy department. We believe that you will agree with us that this is one of the finest alphabets ever produced. It is well worth a place in your scrape book for careful study and imitation.

HANDWRITING IN PRIMARY GRADES

By MILDRED TYSON, Supervisor—Primary Grades

(From the Baltimore Bulletin of Education)

"There are two contrasting aims in teaching handwriting. The first is to develop a ready means of expression which shall be acquired as naturally and with as little strain as possible by the child, and which shall meet the demand of legibility on the part of the reader. The other aim is to train experts, persons who intend to pursue penmanship as a vocation."* The first aim is the only one which is suitable in the elementary school. This has made necessary the reform of methods of teaching writing, particularly in the primary grades.

In order to develop this ready means of expression naturally and with little strain, two fundamental points should be considered:

1. The child's interest, his desire.
2. His physical fitness.

Some children evidence a desire to write even before entering school, the desire arising, no doubt, from an intense interest in the activities of older persons. Interest is satisfied at first by picture-drawing and scribble-writing, but in a short time children's activities carry them forward to real writing. In school many social situations occur in which a real need for communication arises. This is particularly true of primary classes conducting activities programs. The following are examples of children's needs for written communication:

a. Writing one's name to denote identity or ownership.
b. Writing of invitations and acceptances to parties, excursions, assemblies, and the like.
c. Writing letters to sick friends or absentees.

Dr. Freeman, in collaboration with leading handwriting supervisors and teachers, has recently compiled a new penmanship series known as **Correlated Handwriting, published** by the Zaner-Bloser Company. The series consists of pupils' compendiums and a teacher's manual for each grade. Because of its close adherence to modern psychological and pedagogical principles of teaching, it has, upon recommendation of the superintendents and supervisors, been adopted by the School Board.

Handwriting in the Primary Grades

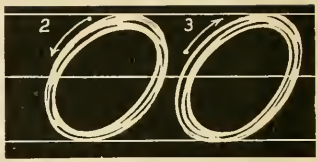
In adapting this new series to children's interests and desires, no departure has been made from our present course of study in handwriting; in fact, it links up very closely with the aims and objectives presented therein. Drill will be employed; the emphasis will be shifted, however, from drill for the sake of drill, to drill to meet individual needs and difficulties. Not all children have the same ability nor do they meet the same difficulties in writing. There are individual differences in this as in all other school subjects. The Zaner-Bloser manual for teachers gives causes of poor penmanship with suggested remedial measures. A child may write irregularly because his paper and arm are in poor position; helping him to habituate correct position will probably overcome his difficulty. Other children who write illegibly may need practice on letter forms. If a child learns to write well quite easily, as some children do, he should be given a higher standard to work for than the class standard.

"In every instance pupils must be encouraged to study their own individual difficulties and measure their progress in improving their writing." A handwriting scale will be placed in each second and third grade room that pupils themselves may from time to time measure and compare their work with standards of good writing. The following principles of teaching are stressed both in the new series and in our present course of study:

Position: Good position promotes self-control, health, and good writing. It is a safeguard to the child's health and should be stressed from the beginning.

Rhythmic Movement: In order to give a child some facility in making the muscular coordinations so necessary to ease in writing, his first lessons should take the form of rhythmic movements. These should be done at the blackboard. The following rhymes and exercises are examples:

To and fro sway the trees
Bending in the passing breeze.



Over our heads and under our toes
This is the way our skipping rope goes.

Blackboard Writing: If possible, the blackboard should be used exclusively for the first few weeks of beginning writing, certainly until the child gains some control in manipulating the crayon, in making rhythmic movements, and in muscular coordination. The transition should then be made to large, desk-size sheets of unprinted news or manila wrapping paper, and much practice should be afforded at this stage before smaller writing is attempted.

Directed Writing Period: Writing periods should be short, not longer than ten or fifteen minutes. Because of the child's poor motor control, periods of greater length make too great demand upon his imperfect coordination. These lessons should be carefully supervised by the teacher in order to cultivate desirable writing habits.

"If a very moderate amount of writing is called for in the primary grades," says Annie Moore in **The Primary School,** "and if careful supervision is given to what is done, habits involving incorrect position and muscular tension need not become fixed." With emphasis upon purposeful writing can we not hope for such vital habits as associating thought with writing, freedom from self-consciousness, attending to form without sacrificing content, spontaneity, and the like, coupled with the indispensable good posture, legibility, and ease?

* Zaner-Bloser Manual p. 2.

The Office Training School, Greensburg, Pa., has been sold by T. B. Cain and his Associates of the West Virginia Business College, Clarksburg, W. Va., to F. W. Connelly, who has been manager of the Greensburg School for the past three years. This leaves Mr. Cain and his Associates owning schools in Uniontown, Pa.; Fairmont, W. Va.; Clarksburg, W. Va.; Bluefield, W. Va. and one in Johnson City, Tenn., which they recently purchased from J. L. Gilbert, who will remain as its principal. I. R. Thornbery, Registrar of the Clarksburg School for the past five years, will be manager of the Johnson City School.

A. W. H. Ronish, the well-known penman and teacher of penmanship, is now traveling through the south writing cards and doing pen work. He has a $3000 equipment. From a photograph, we imagine that his automobile is especially equipped for card writing and camping. He states that he is finding business very good and is having a great vacation.

PUBLIC SCHOOL HANDWRITING

By FRANK H. ARNOLD, Supervisor of Writing
Spokane, Washington

PENMANSHIP STORIES

Little children delight in stories. The primary teacher who is a good story teller is indeed fortunate. Little people will long remember a lesson that has been taught by a story. Fifteen years ago I commenced my work as supervisor of writing in this city. It is quite a common experience for me to meet young men and young women in the stores and offices of the city who were pupils in the lower grades when I first commenced my supervisory work. It is rather amusing to me to hear some adult say something like this: "You remember me, do you not? I attended the Logan school fourteen years ago. I have not forgotten that story that you told in the penmanship class." After saying this, the young man or young woman smilingly relates the little penmanship story that was told in a first grade class twelve or fourteen years ago.

The average teacher can develop a number of penmanship stories, if she will give some little thought to the matter. The stories may be crude, but that does not matter. If your story interests children and helps to teach a needed lesson, you need not be ashamed of the story. It has served its purpose. No one should expect a penmanship story to be a literary gem.

Below I shall give a few stories that have interested children. I know that they are not "thrillers." Try them out in your penmanship class. Tell the story in different words, if you wish.

Friendly Capitals

Some boys and girls seem to think that capital letters are not very friendly, and that small letters are afraid of them. Of course some of the capitals seem to be giants when compared with such small letters as "e" and "i."

But no matter how large the capital letter may be, it is still quite friendly. The capital letter is so friendly that he either wants to join hands with the small letter that comes next to him in the word or have the small letter crowd up very close to him. I will show you what I mean, boys and girls. I know a boy by the name of "Will." I am now going to write his name on the blackboard like this: "W-ill." (Hyphen is left out, of course). Look how funny the word looks. When it is written that way, we seem to have a capital "W" and a word that means "sick." We don't want any "sick" names, do we? Indeed we do not. Here is how the word should be written: "Will." (Place the beginning stroke of small "i" very close to "W.") See how near the "i" is placed to the "W," boys and girls. I am sure that Will will not be ashamed of his name when it is written like that.

Note—This story illustrates a very common fault. Many pupils leave entirely too much space between the capital letter and the first small letter that follows it. This bad habit, often formed in the first grade, is prevalent in the sixth, seventh and eighth grades.

The Letter That Has a Necktie

There is just one small letter in the entire alphabet that has a necktie. This letter is certainly proud to be the only one of the twenty-six that can wear a tie. Who can guess the name of the letter? I can wait only a few seconds. Well, I will tell you, boys and girls. The letter is small "t." Now "t" wants boys and girls to put his necktie on straight. He feels very sad when some boy puts it on crooked. Let us make ten "t's" on the board while I count for you, and you must be very careful to put each necktie on straight. Surely no one will put a necktie on "t's" head.

Note—Many children often cross the "t" quite carelessly. Show your class by using the blackboard a number of mistakes that are usually made. End your illustrations by making a number of "t's" with correct crossings.

Balloon "E's"

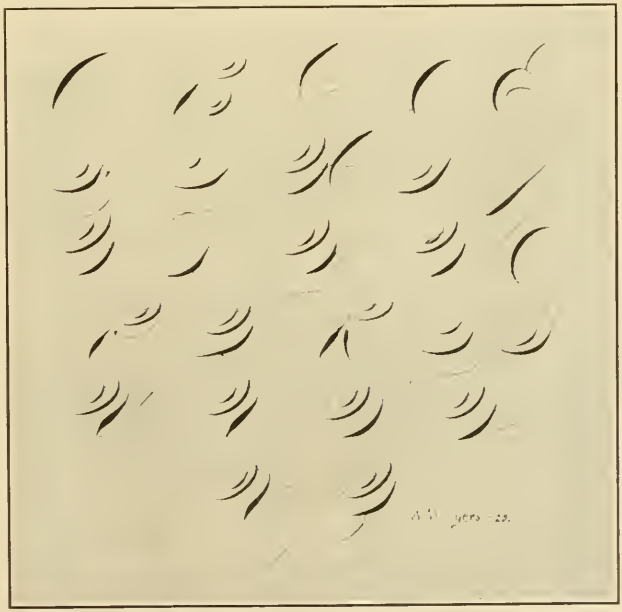
Not long ago I saw a boy making a balloon "e" when he was writing. Do you know what I mean when I speak of a balloon "e"? I will show you by writing the word "have" on the board. If I carelessly made the "e" with a big round loop, the "e" looks like a small balloon. Now that is a very ugly letter, isn't it? The ugly "e" spoils the whole word. I will write the word several times for you and you can see just how the "e" should look. Careful boys and girls will always make a small loop in the "e."

Note—To tell the little child that he has made a balloon "e" is much more effective than merely to tell him that the loop of his "e" is too large and round.

Smelling Writing

I saw a boy a few days ago that was trying to smell his writing. Well, I suppose that was what he was trying to do; for his nose was almost touching the paper on which he was writing. I will sit down at my desk here and show you just how that boy sat. I do not blame you for laughing. That boy certainly did look comical. If you do not wish your teacher to think that you are trying to smell your writing, be sure your position is all right. Let me now show you what good position really is. Watch closely.

Note—Pupils will never learn to write easily and well until they learn how to sit properly. This story is not one that will be forgotten. Think of other stories that will help you to teach good position.



The above skillful alphabet was made by W. M. Ayres, teacher of Penmanship in the Lockyear's Business College, Evansville, Ind.

JAKIE, THE JUNK MAN

By C. R. McCANN, School of Business, Hazleton, Pa.

II. IN BUSINESS COLLEGE

In this Business School one finds all kinds of people; Eighth Grade, High School and College Graduates. It is a regular melting pot of education. Even some of the 400 society find that all College Diplomas do not glitter when it comes to getting a position. Also, some of the Finishing School Graduates are to be found—they find that knowing how to use a knife and fork does not always help in earning a living. Jakie was in this crowd of students and he had never seen the inside of a Public School but he knew where he was going.

"How are you getting along with your work, Jakie?" asked Mr. Sweeney.

"I'm getting along all right. I know I am slow but I'll get there as soon as I can read and understand what I have read better," replied Jakie.

"You ask us, if there is anything you do not understand because that is the reason why we are here—to help the boys and girls when they are in trouble."

It did not take Jakie long to acclimate himself and before he knew it, he was getting ahead of those who had entered long before him. He was regular in his attendance. Some of the boys would be on deck one night and out of school the next—not so with Jakie—every night in school. In arithmetic Jakie was far ahead of the other boys and all wondered how he could get it so easily. In due time he was quite proficient in English but his Penmanship was not so good due in a large measure to his Yiddish characters. None could excel him, however, in making figures and his books were a sight of beauty. It is said that a rich man can make good figures—penmanship may suffer but figures never.

Working His Way

Shortly before the Evening School closed, Jakie went into the office to see Mr. Sweeney about money matters.

"Mr. Sweeney, I have come in to talk with you about school. I like it but I am not getting along so fast as I should. If I could work all summer at my same job, save my money, maybe I could do something around the school for a little of my tuition. I would like to come to the Day School."

"That's fine, Jakie, you work and save your money and come in a few days before the Fall Term opens and we'll see what we can do to help you."

Jakie went home that night with a light heart, feeling that this world of opportunity was really in America after all.

The opening of the Fall Term found Jakie on hand like a sore thumb. Mr. Sweeney put him right to work and to a stranger, Jakie acted like one of the instructors. He never did things by halves. Whatever he did he put his whole heart and soul into it. Jakie had a few odd jobs to do outside of school such as putting the Daily Marks in Record Books, and assisting with the Boarding Students.

It did not take Jakie long to show his teachers that he meant business. The students also soon found out that although Jakie did not have the training some of them had yet he had that indomitable will that was bound to succeed. Salesmanship was one of his hobbies. He had heard that all it contained was about how to sell hay, grain, coal, etc., but that was soon changed when he heard all about Definite Goal. Personality, Analysis of Mind, etc. In class he could sell to some of the girls articles that were never manufactured but that was a trait inherited not taught.

He knew the art of making friends and everyone liked Jakie. He would sit down and help those who were not so far advanced as he and when Sweeney was not around he had plenty of customers. In every school there has always been a certain class of student who will not prepare lessons until the last minute and then get Jakie to help out. However, it did not hurt Jakie but it did hurt those who copied Jakie's work. Those who do their own work do not need to worry about getting through and getting a diploma, but it is those who continually slide through with as little work as possible that causes the gray hair in schoolmen's heads.

Mr. Sweeney's Granddaughter

Sweeney's granddaughter, Mildred, also attended Business School. Her father and mother were both dead, having been killed in an automobile accident while Mildred was a small child and she had been reared by her grandparents. She had inherited her grandfather's broad head and although she saw things in school that were not to the liking of the Principal, if he knew it, yet she never said a word.

Jakie joked and laughed with all the girls but there is always one that means so much more to a boy than others and Mildred and Jakie were no exceptions to the rule.

Sweeney began noticing the attachment between Mildred and Jakie but thought nothing of it more than a passing fancy for he had seen so many cases in his time and time wore them off after the teen age had been passed. When Jakie was putting in the marks in the books for the day, Mildred was always eager to help him. It soon became the talk about the school that Mildred was in love with Jakie and the girls soon started the talk as they usually do but that did not deter either one of them as they went merrily on their way getting out their lessons and leading the class in honors.

Has Plans of His Own

Just as Jakie was about to graduate. Sweeney called him into his office one day and said that he had a position for him.

"I don't want any position, Mr. Sweeney, you have done enough for me," came the answer from enthusiastic Jakie.

"What do you expect to do?"

"I am not going to work for anyone else but myself."

"Don't you think that all your work here in school will be gone for nothing if you don't use it. You remember that you could hammer the old typewriter pretty lively and secured about all the pins these typewriter companies offered and in shorthand you could take it about as fast as the next one. For a young man like that there is always a chance above the crowd. You had better think it over, Jakie."

"I'll tell you, Mr. Sweeney, what I am going to do. I am going into the Rag gathering business and build up a Junk Business."

"What will your friends and classmates think? That will not be a very good advertisement for a Business School Graduate, will it?"

"That is just the trouble with the average American boy. He thinks he is too good to do work that does not require a white collar. That is where we foreigners have it on you American people. We are not afraid to take off our coats and put on the old rags and go to work. Don't worry about me, Mr. Sweeney, I'll treat you all right and you won't need to be ashamed of me in ten years."

"What will Mildred think when I tell her?" inquired the old Principal, thinking to discourage Jakie.

"Do you remember in Salesmanship when it said that 90 per cent of the people do not plan for the future, have no definite work ahead only think of today? I have it all planned out. Perhaps some of my plans will go astray. I have others ready if they do. Mildred and I have talked over this matter several times. At first she was much opposed to my plans, but later could see that I had them well laid. If I lose I'll not blame anyone but myself."

Meets Opposition

That night at the Din-nah table the subject of Jakie came up for discussion and the old Principal laid down the law to Mildred.

"I know, Grandpa, that Jakie is a Jew and all that, but we love each other, and he'll get there in a few years," spoke the chip of the old block.

"Well, you might do all that but I think you had better not see so much of each other in the future. What will people say about us? We will be ridiculed to death."

"I don't care what people think. Jakie is a whole lot better than most of those who talk about him. He is a good clean young man and that is more than you can say about most of that crowd that we call the social elite on Main Street," came the hot retort from the Old Principal's pet.

(To be continued)

MENTAL MEANDERINGS

(One of Carl Marshall's Last Articles, Written Shortly Before His Death)

Springtime On The Desert

I suppose that most of you have got your impressions of Southern California, mainly through railroad and tourist pamphlets and other forms of pictorial advertising. You have regarded with a certain wistful longing, the colorful views of green orange fields, long rows of majestic palms, and the ornate estates of Hollywood and Pasadena, with their palatial mansions or smart bungalows, hidden in masses of greenery and winter-blooming shrubs and bougainvilla vines, roses and so on. Seeing all this, it would be hard for you to realize that when Father Junipera Serra and his entourage of padres and Spanish soldiery came trudging into this region, about the time of our Revolutionary War, they found themselves in a grey, barren, and almost treeless desert, watered only by a few inches of rain that fell fitfully during the winter months, and by a few straggling streams that flowed meagerly down from the mountains during the brief period of rainfall, and were dry arroyas the rest of the year.

And such, still is the bulk of the region in and about Los Angeles except where the comparatively few level areas permit the magic of irrigation. All the rest of the country is still desert, and the advertisers do not often play up the desert in the pictures. For instance, this picturesque little Tujunga Valley where I live, is an unbroken area of thin sandy soil and scattered rocks, from the size of one's head to that of a clothes-press, the coarse thin soil covered with curious matted desert plants, except where cottages or bungalows have been built, and water-pipes laid. In fact, we are right on the fringe of the great Mohave Desert, and only separated from it partialy, by the Sierra Madres, which here form its south western rim. In many ways we are made to feel and see the near presence of the great parched and treeless tract.

Yet, on coming to live here, I have found that I had to revise my preconceived ideas of deserts in general. From the books I had read, I had come to think of them as vast tracts of naked shifting sands, with camels and ostriches hiding their heads in them to get shelter from the sand-storms, and quite unrelieved by any feature of wild life either vegetable or animal.

Not so our Mohave. Dry and barren and colorless as it seems at the first glance, even a brief incursion into its depths, reveals many unsuspected charms. Rarely beautiful flowers are seen springing up here and there where some rock conserves both shade and moisture. As if to afford contrast with their drab surroundings, these rare blossoms are almost invariably of the most vivid hues, and Nature seems to have endowed them with the power of keeping their freshness in places where it is hard to see what they find to subsist on.

Armed with Jepson's "Manual of the Flowering Plants of California," an authoritative publication of our University at Berkeley, I am having great fun in identifying these, to me, new floral beauties of the desert. Among other curios, are no less than five species of Nicotiana, or true tobacco, some of which provided "smokes" for the California Indians, and the cultivation of which, comprised their only known form of agriculture. Should the Anti Tobacco Society, succeed in their aim of extending Volsteadism to tobacco, I am afraid they may find it rather hard to keep users of the weed from resorting to these various desert tobaccos. They wouldn't have a bit of trouble in "rolling their own" and without need of a bootlegger.

Another interesting and most valuable plant is the honey sage, which sends up its panicles of spidery pink blossoms to a height of six or eight feet. It is the chief reliance of the bee farmers, as it blooms from early Spring till Fall, and I have counted as many as fifty bees working on a single sage plant at one time.

But the queen of beautiful desert plants is the matchless yucca. As ordinarily seen, this odd plant is but a queer bunch of bayonet looking leaves, one or two feet long, and so fiercely stiff and sharp that the desert rover will do well to watch his step when in their vicinity, or go home with painful shin wounds. But each mid-summer a certain number of these prickly clumps send up from their centers, a great, green, rapidly growing sprout, looking something like a giant asparagus stalk. Within a week or so, it may reach a height of from six to fifteen feet or more and a diameter of four or five inches, then bursts forth in a marvelous crown of lily-like cream-colored blossoms. The flower bunches may be from three to five or six feet long, and number hundreds of blooms. A desert hillside studded with these creamy, towering columns is a rare sight. It is good to report that they are very strictly protected by law from the flower vandals, and it is but rarely that these self-styled "natcher-lovers" dare meddle with them. Otherwise, abundant as they are, the species would not last long. It is interesting to note that the young flower-shoots of the yucca, which abounds over most of the great desert areas of the Southwest, affords a most delicious and succulent food, and is said to have saved the life of many a wanderer who got lost in the desert.

PENMANSHIP BULLETIN

From the Board of Education, Syracuse, N. Y.

To the Principals:

Please be so kind as to see that all hand charts are placed in the front of the room or at the left side, near the front of the room, as possible, and in such a position that they will not be damaged.

The following are excerpts from letters recently received which will probably be of interest to your teachers.

Miss Mary A. Everts, Supervisor of Writing, Niagara Falls.

87.1 per cent of the teachers hold a teacher's certificate. Four teachers have been excused because of physical disability.

11.5 per cent of the teachers are taking a correspondence course at the present time, and later will write the examination for the certificate.

* * *

Miss A. Lucilla McCalmont, Supervisor Penmanship, Utica.

Each teacher in the Utica Public School System is expected to earn a Teacher's Certificate. It is a requirement. Consequently, all teachers except 28 who were new to the system in September have qualified. Of course, I personally believe that it is necessary for a teacher to qualify in the mechanics and pedagogy of writing if she is to secure satisfactory results. My superintendent believes it too and officially sanctions the procedure. The teachers are convinced that it is the only way to secure right results. Teachers will do well what they know how to do.

* * *

Miss Christine Ernst, Director of Penmanship, Albany.

In regard to the percentage of teachers in Albany Public Schools holding certificates I will say that all teachers entering our system since 1922 are obliged to qualify in Penmanship. They are on a three year probation and have that time to earn a certificate in. Their permanent position is withheld until they do qualify. The Board of Education passed the resolution eight years ago.

* * *

Miss Elizabeth Landon, Director of Penmanship, Binghamton.

Normal classes are being held for those who have not yet received their teacher's certificate. At the present time 70% of the teachers in the schools surveyed have earned their certificates.

C. SPENCER CHAMBERS,
Director of Penmanship.

Miss Velma Mayne, teacher in Clarksburg, W. Va., and who attended our 1929 summer school, returned to the Zanerian for a week's work during the Holiday Season. She succeeded in finishing up her course in Business Writing and received a diploma. Miss Mayne also took some work in text lettering.

PRINCIPLES OF THE TEACHING OF HANDWRITING

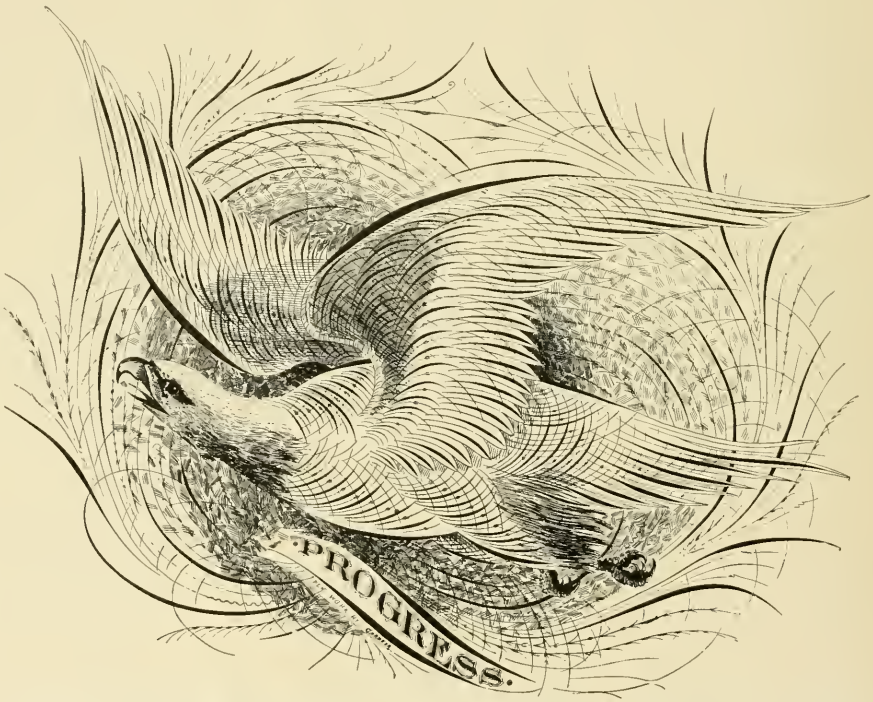
(Continued from page 15)

Among these one of the most important is the close correlation between the instruction in handwriting and the instruction in the other subjects. The traditional method gave no attention to such correlation but assumed that it would take care of itself. Experience has shown that it does not. We may achieve such correlation in two general ways. The first consists in using in the handwriting period materials from the other subjects. In this way the child practices directly upon the writing activities which he needs in his everyday life. The other type of correlation consists in supervising and checking up on the child's writing in the other work of the school. The purpose of this is to see that he practices consistently those things which he has learned in the handwriting period. This will prevent his developing a double standard and style of writing.

Finally, a modern method in handwriting must make use of all the scientific information which has been gathered concerning matters which are either directly or indirectly related to it. For example, the subject matter of exercises must be carefully planned and worked out so as to conform to the interest and thought content of children's minds. Again, the vocabulary must conform to the extensive vocabulary studies which have been made during recent years. In general, handwriting must keep pace with the other subjects in making use of all the scientific evidence which can be gathered concerning its materials or its methods. When it does this it should secure results which are not only as good but which are materially better than those secured by the older methods.

Mr. P. A. Westrope, the penman, of 2215 Vine Street, Denver, Colorado, sends us, from time to time, specimens of his remarkable skill. It is exceptional for a man of 71 years of age. When asked how he maintains his skill, he states: "I live a clean life and continue my daily exercises." Each penman who does not get much physical exercises should follow Mr. Westrope's example. Fifteen minutes a day vigorous exercise will do much to keep one fit.

Miss Wanda Matthews, Supervisor of Penmanship at Greenville for the past four years, is now Supervisor of Handwriting at the Withrow Junior High School, Cincinnati, Ohio. Miss Matthews has been a student in our summer school on several occasions and secures excellent results in handwriting. We predict for Miss Matthews continued success in her work in Cincinnati.



This flourish was made by E. E. Gardner after C. P. Zaner's famous Eagle, Progress. Mr. Gardner is not only a very skillful penman and penmanship teacher, but also is an expert in typewriting, having devised a new system of typewriting. Mr. Gardner is now teaching in the Bliss Business College, Columbus, Ohio.

Famous Letters by Famous Penmen

Dear Students:

This letter concludes the course of lessons in Engraver's Script, which I have been conducting in the Business Educator beginning with the September number, 1908.

I wish to thank all who have faithfully followed the lessons and trust that each has derived therefrom as much benefit and pleasure as I have in preparing them.

With best wishes for your success in mastering the art of Engraver's Script, I am,

Very truly yours,

Willis A. Baird.

Mr. Baird is now conducting the Dennis & Baird Studio, Brooklyn, N. Y.

ORNAMENTAL PENMANSHIP

By E. W. BLOSER

Mr. Bloser was considered by penmen as America's finest ornamental writer. The instructions for the course were written by E. A. Lupfer and the copies were sent to us by G. G. Hoole, Glendive, Montana.

NO. 5

Here we have some of Mr. Bloser's favorite small letter exercises. Use a strong, free movement. Come down straight towards the body on the main slant. Let the little finger slide on up strokes and rest on down strokes.

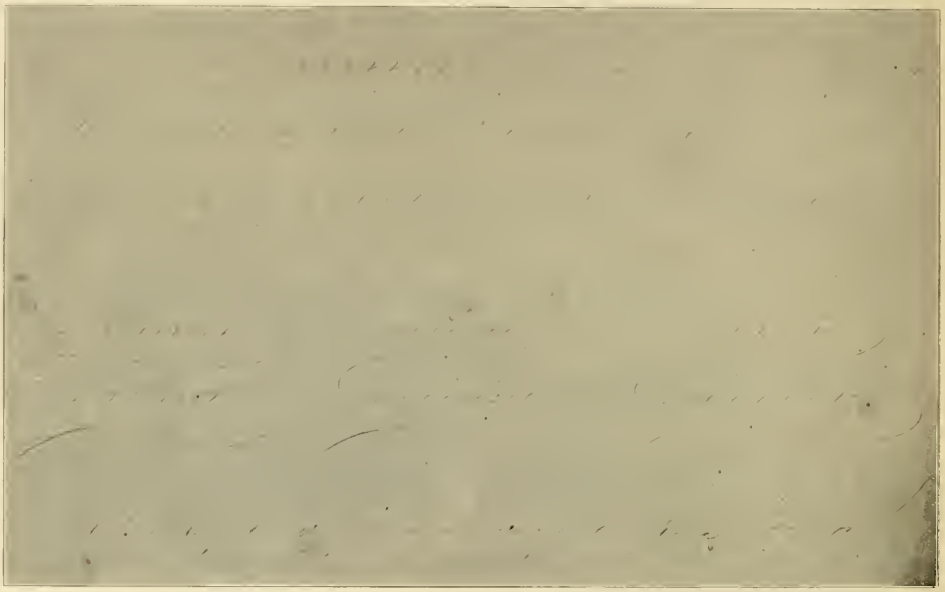
Keep down strokes light except where you intend to shade.

Master the first three lines, both normal and wide spacing. The wide spacing encourages force to the right.

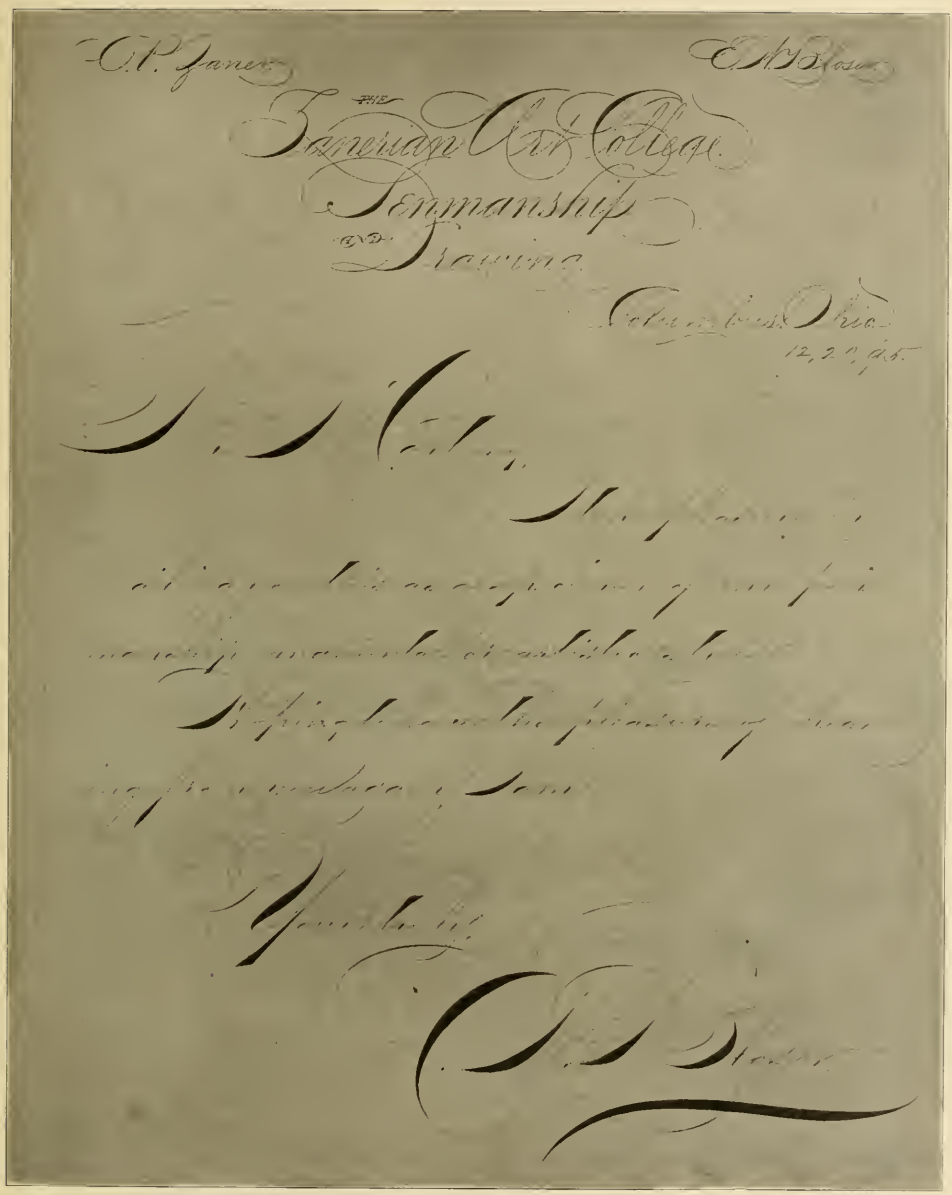
Swinging from one exercise to the other prepares one for word writing. The changing from a rather restricted movement in small letters to the free, bold movement on the flourishes is exactly the same as in proper names.

Make several pages of each letter, watching both movement and form. Notice especially the location of shades.

The copy from which this engraving was made has seen much usage as you can see by the finger prints and ink marks which could not be entirely erased.



The above specimen was prepared by H. J. Walter, 222 Portage Avenue, Winnipeg, for D. F. Ferguson, President of the Success Business College.



This is one of the finest letters ever written. We have many more of these beautiful pages to pass on to the readers of The Business Educator

BUSINESS EDUCATION

By WILLIAM H. BEACOM
President Beacom College, Wilmington, Del.

The following is part of an interesting address made by Mr. Beacom before the Wilmington Chamber of Commerce.

When a history of commercial education in the United States is written, the part devoted to business colleges will occupy a large portion of the volume. The business colleges were the pioneers in this educational field and prepared the way for the public schools and universities to add commercial training to their courses. And the traveling teacher of penmanship was very nearly, if not quite, the father of the business college.

Today commercial training is demanded by the public quite generally and courses are given in it in schools ranging from the most unpretentious one-teacher commercial school to the great university with buildings and equipment alone costing many millions.

Let the good work of the business colleges continue. They may point the way for other advancement in their worthy cause.

Mr. Beacom's address may stimulate other private commercial school people to make similar addresses. The public should know more of the important educational work the business colleges have done and are still doing.

Early History

"Commercial or business schools had their beginning in the United States about the year 1840. At first the branches taught in these schools were limited to bookkeeping, arithmetic, penmanship and business forms. Later shorthand was added, and in 1890 typewriting included. These private schools were established in all of the chief cities in the country. They had an uphill struggle for a while and their progress was necessarily slow, but as the public became familiar with the work done, weak as it was at that stage, it was recognized that they were filling a need, but there was a demand for the training they gave, which was not being met by any other institution.

"In 1870, the United States Bureau of Education received reports from 26 business colleges, but there must have been a larger number even then. These 26 schools had some 6000 students. In 1880 the number of schools reporting was 162, and the number of students 27,146.

Demand for Typists

"The demand for shorthand writers and typists spread rapidly and was responsible for the increase in the number of schools and the growth in attendance. Shorthand courses were introduced in most of these schools and some of them granted diplomas in from two to four months.

"In 1890, the number of schools had grown to 263 with 78,620 students; and in 1894 to 518 schools with 116,000 students. Four years later the reports showed a pronounced falling off both in the number of schools and in the number of students. This was due to two reasons—general business depression and the fact that public schools and colleges were beginning to establish commercial courses. The high schools didn't take up this extra burden from choice, it was forced upon them by the public's insistence that young people should receive practical training in the city schools, that is training which would qualify them to hold positions without having to take a special course after leaving the high school. In the beginning these courses, which required only two years to complete, were undertaken as a necessary evil and were fashioned in imitation of those in private business schools—but were often inferior.

Last Twenty-five Years

"During the last twenty-five years much progress has been made in business education. Public schools in the larger cities have established distinctive courses—many of them in distinctive buildings—and have extended the course to four years. Some of the smaller high schools still offer two-year courses. There is no doubt that the public schools with full-length courses are doing an excellent and timely work. They pave the way to earlier employment for those who are unwilling for some reason or other, or who cannot afford to devote the four years in high school to cultural or general education.

A great many of our leading colleges and universities have also responded to the demand for professional business training and opened departments of finance and economy. The University of Pennsylvania was the first, when in 1881 it established the Wharton school.

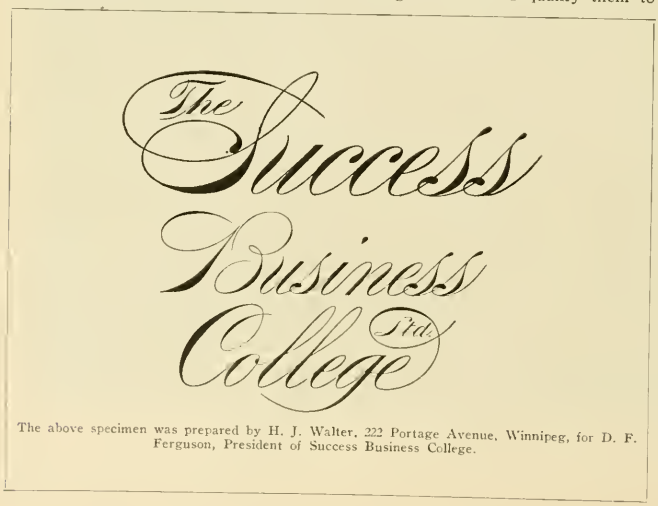
Raising the Standards

"Meanwhile business colleges have not been standing still. They have strengthened and improved their courses all along the line. Standards have been raised and greater efficiency is demanded for graduation. Modern methods and modern office equipment have been introduced. The training for speed and accuracy in shorthand and typewriting and in the handling of figures has been reduced to a science, and the so-called commercial or bookkeeping course has been extended to include Junior Accounting.

"Gradually the scope of the business college has broadened to include secretarial courses and courses in higher accounting—raising business training to the dignity of a profession.

"The public has been made to realize that conditions have changed, that a young person can no more qualify for a good position in five or six months, that he could qualify as a doctor in one or two years. An incompetent doctor may cause unnecessary sacrifice in human life. An inaccurate, inefficient stenographer or bookkeeper is a certain economic loss, how great, it is impossible to compute.

"It hasn't been easy, this making the public understand that competition in business is keen and that only the fittest will survive to reach the top. There can be no success in business without a good strong foundation—and it takes time and labor and infinite pains to build a foundation strong enough to support a great superstructure, and that's the day we picture our future when we're young—reaching almost to the skies. We rarely have any one applying now who expects to walk in one door and out the other with a diploma under his arm.



The above specimen was prepared by H. J. Walter, 222 Portage Avenue, Winnipeg, for D. F. Ferguson, President of Success Business College.

Competition From High Schools

"In spite of competition from high schools and higher schools, business colleges still find a work to do and still seem to have a useful place in the universal scheme—at least they manage to eke out a living for their owners. The total enrollment in such schools today is 350,000 annually.

"Our own school had a pretty small beginning twenty-seven years ago, seven students the first day, and one of them was lured away the first week. Our daily attendance, day school, this year is about 350. This, together with the attendance of the night school, is approaching the goal, 1000 total attendance, and the total enrollment since the organization of the school, 16, 029.

Pupils

"Our students range in age from 16 to 40; age hasn't so much to do with it as desire and ambition and determination—granting the necessary preliminary education. The economic value to the community of these 16,029 young people cannot be accurately estimated. It must be enormous. Their earning capacity is increased many fold. Large numbers are employed in Wilmington, which means that they produce here, and the money they earn here is spent here. Others have sought their fortune elsewhere, in some 47 other states and I don't know how many foreign countries. But of one thing you may be sure wherever they are, they are good advertisements for Delaware and for Wilmington.

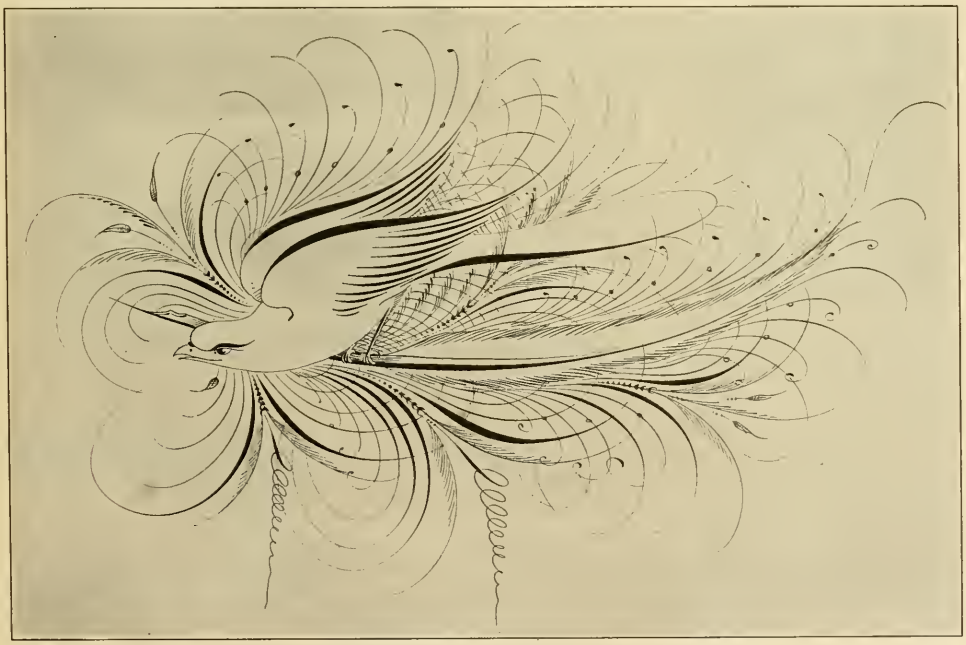
Employment

"For perhaps fifty years employers have been depending on business schools for office help. At first they didn't expect much in the way of efficiency—in fact, they had no more conception of present-day efficiency than they had of the latest developments in automobiles, but they know now what constitutes efficiency in an office worker, and that's what they demand, and they are willing to pay for it.

"The business school is the power house and service station for business. It is there that stenographers, secretaries, bookkeepers, and accountants are trained for the various departments. It is there that future executives lay the foundation for a place in life higher than that generally offered by long tedious apprenticeships; there that aspirations are encouraged as they are guided along the road that leads toward a realization of their ambitions. While a business college is practical, it has to be, yet to be worthy of its name, it never loses sight of its ideal—which is to equip young people for the business of living, as well as to qualify them for the business of earning a living—and the emphasis is on the living.

"Along with other things, the business college aims to establish the habit of industry, to teach the way to study, to develop the power to think and concentrate, and to cultivate self-reliance, resourcefulness, and accuracy. We don't always succeed, even with ourselves, but the results are undoubtedly better than they would be without this vision to spur us on.

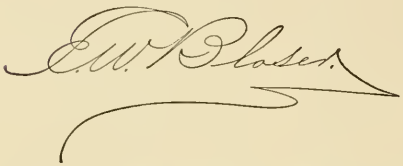
"No discussion of business schools would be complete without mention of the employment department, which constitutes the main point of contact with the business world. In the employment department at Beacom's we cooperate with the employer and the employee to the end that greater contentment, efficiency, and satisfaction may obtain. About 700 calls for stenographers, secretaries, bookkeepers, auditors or accountants were registered with us last year, of that number we were able to fill less than one-half. This is free service, no charge is made either to employer or employee, yet we are more than paid in the satisfaction of knowing that we have assisted a busy man to find the help he needs and a young person to secure the situation he seeks. Of course we are not always successful in picking the right person—men don't always pick right for themselves, even in more important affairs than choosing an office assistant, but we do the best we can, and we do it cheerfully and gladly."



By H. P. Behrensmeyer, Gem City Business College, Quincy, Ill.

The Value of Large Writing for Beginners in the Elementary Schools

By



(This is the seventh of a series of articles prepared by Mr. B'oser in 1928, on the Value of Large Writing for Beginners in the Elementary Schools.)

Muscular Movement Hobby

Some of us seem to get so wrapped up with our handwriting hobbies that we can see nothing good in anything else.

In the "Story of Civilization", Dr. Will Durant states:

> As in every people, the Chinese language broke up into dialects, but the written form of it remained everywhere the same, as if the French, the Spanish and the Italians should now have one written and living tongue common to them all.
>
> What made this possible was the ideographic character of Chinese script—i. e., it wrote not letters or syllables, but pictorial symbols of the kings. Hence the spoken word for any object or idea might vary from age to age or from place to place, but the written sign remained unchanged. Here, perhaps, some part of the stability and unity of Chinese culture had its source.
>
> This script, read from top to bottom and from right to left, is strange and anomalous to us, and we are inclined to accept the Chinese legend that writing was invented by a four-eyed gentleman who took the idea from observing bird tracks on the earth. Actually, it is the most beautiful of all forms of writing, and the Chinese properly consider it an art.
>
> Every educated Chinaman ornaments his home with specimens of fine handwriting; it is for him a kind of painting, full of beauty and significance. His country's culture has been preserved with unequalled continuity and completeness by this handsome script.

After reading the chapter containing the above quotation we called upon several Chinese and read this quotation to them, with which they readily agreed. They then wrote for us which clearly confirmed the manner of writing from top to bottom and from right to left.

And they wrote with almost pure finger movement with the hand turned on the side. But the position and movement seemed well adapted to the straight line forms they made.

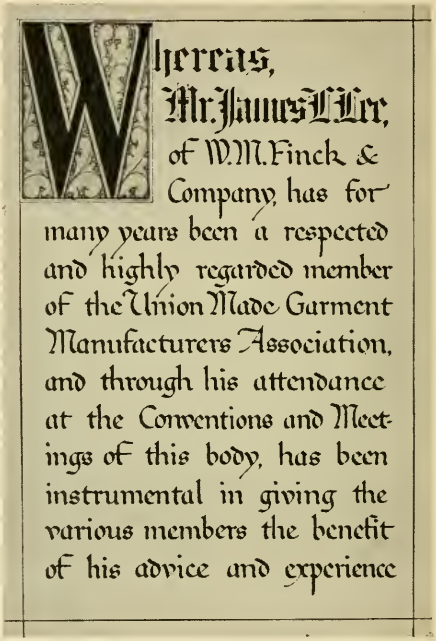
Now, if we judge Chinese writing according to the standard previously advocated before this association in Philadelphia this question arises: Is it possible that it would have been better if all the writing of the Chinese people from the earliest ages down through every dynasty to the present day, numbering now nearly half a billion souls, had never been done at all?

We ask this question because they write with finger movement and you will remember we were informed that unless writing is done with the "true writing movement" it is not writing at all. If that be true, think of the waste of time and effort in all of the writing done by the Chinese.

We are not advocates of finger movement, but is it true that writing is not writing unless it is done with muscular movement?

For the Chinese there may be as much beauty in their writing as there is for us in the work of our expert penmen, and there may be some principles of beauty and utility in it for us to learn if we are broad enough to recognize it, no matter with what movement it was written.

(To be continued)



The third of a series of album pages from the Harris Studio, Chicago, Ill.

"If you feel you need a change
I know a simple thing to do
Shut your eyes, then open them
And take a different view"

By F. B. Courtney, Detroit, Mich.

DESIGNING AND ENGROSSING

By E. L. BROWN,
Rockland, Maine

Cover Design. A design that means something is more effective than one that does not. For instance a cover design for February immediately suggests two great men of American. Washington and Lincoln, creator and preserver of the Union respectively. The rise of Lincoln from the most humble circumstances to the most exalted position in our nation, rendered him a man of wonder and universal admiration.

Lay off design about 12x15 in size, over all. Place picture of Lincoln in an oval 4½x8½ inches. Circle enclosing picture of log cabin about five inches in diameter and panel enclosing lettering five inches wide. Study the color values very critically. Really the best way to lay off a design is to make it small on the same scale of the larger drawing suggesting all the color values either with pencil or brush. Enlarge this sketch and follow its general effect in your larger drawing. An accurate drawing in pencil will simplify your problem in making a satisfactory pen drawing. The trees are added to the design primarily for decorative purposes yet they might suggest the sturdy, rugged character of the great Emancipator.

Study the portrait of Mr. Lincoln with critical care and aim to depict that sad yet kindly face. Note all the important character lines as well as the shape and proportions of the head. Use a Gillott No. 170 pen and Zanerian India ink. In treating the face and coat use short "curly" lines and dots. See that you obtain proper gradation from the dark tones to the light. The words "Business Educator" must be penciled very accurately. The background solid black with dots and cross-hatched lines.

Send us some of your work for criticisms and suggestions. What are your problems? Perhaps we can solve them for you.

CARDS NEATLY WRITTEN
Ornamental ..... 25c per doz.
Script ..... 35c per doz.
Send 10c. coin or stamps for samples.
OLIVER P. MARKEN
1816 Buchanan St., Topeka, Kansas.

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I TEACH PENMANSHIP BY MAIL
Small cost, easy lessons, during your spare time. Write for my book, "How To Become An Expert Penman," FREE! It contains specimens and tells how others became expert writers by the Tevis Method. Your name will be elegantly written on a card if you enclose stamp to pay postage. Write today!
T. M. TEVIS, Box 25-C, Chillicothe, Mo.

ANOTHER ABLE HANDWRITING SUPERVISOR RECEIVES PROMOTION

RAYMOND C. GOODFELLOW

Mr. Raymond C. Goodfellow recently appointed Director of Commercial Education in Newark, N. J., was born in Fulton, N. Y. His early education was in the rural schools and after graduating from high school entered the field of teaching in a one room rural school.

After three years of rural teaching he decided that some broader line of teaching might be more to his liking. He therefore entered the Rochester Business Institute and graduated from both the commercial and secretarial courses. He also studied under E. C. Mills and from him gained much knowledge and inspiration along the line of handwriting. He graduated from this institution in 1912.

He then had charge of the commercial work in Colby Academy, New London, N. H., and after staying there two years came to East Orange, N. J. and there taught both commercial and secretarial work in the high school. He remained in this position nearly four years.

In 1918 he entered the field of handwriting as supervisor in the public schools of Newark, N. J. This work proved most interesting and in July, 1929, he was placed in charge of the commercial and secretarial work of the city.

Mr. Goodfellow graduated from New York University in 1923 with the Bachelor of Commercial Science Degree. He is still taking work in that institution along various lines.

His hobbies are gardening and golfing

He is serving his second year as president of the Newark Teachers' Association which is composed of approximately 2500 teachers and supervisors.

Mr. Goodfellow measures up to everything that his name implies and The Business Educator wishes him the continued success which he deserves.

NEWS NOTES

Mr. Harry Marvin of Grand Rapids is a new Accounting teacher in Tulsa Business College, Tulsa, Okla.

Mr. Roy Howard of Van Wert, Ia., is a new commercial teacher in the High School at Cedar Falls, Ia.

Mr. Irving K. Reynolds of Milford, Conn., has recently been elected to teach commercial subjects in the High School at New Canaan, Conn.

Miss Alice M. Rackliffe is teaching this year in the Junior High School, Malden, Mass.

Mr. Frank C. Phillips, for many years Assistant Principal of the High School at Rutland, Vt., is now head of the Commercial Department of the Medford, Mass., High School.

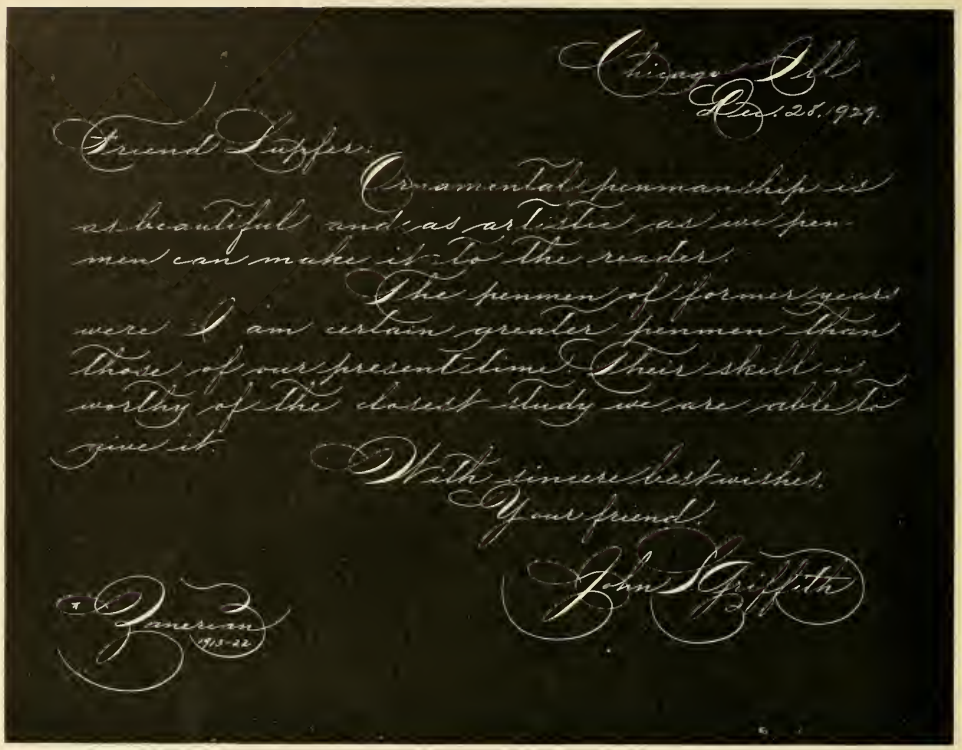
Miss May C. Thorpe of Sabattus, Me., is a new commercial teacher at Hardwick, Vt., Academy.

Mr. George F. Halford of Pittsfield, Mass., has recently been elected to the Commercial Department of the Weaver High School, Hartford, Conn.

Brother Eugene, O. S. F., Litt. D., Supervisor of Schools, Brooklyn, N. Y., has been appointed to the Editorial Advisory Board of the Catholic School Journal published by the Bruce Publishing Company, Milwaukee, Wis. Brother Eugene is the author of Graded Penmanship Books published by the Zaner-Bloser Company. We all join in congratulating Brother Eugene on his achievements.

Miss Mae Patterson Upright, formerly supervisor of Handwriting in the Fall River, Mass., public schools, is now a special teacher in the Newark, N. J., public schools. Miss Upright attended the 1926 Zanerian Summer School.

EDWARD C. MILLS
Script Specialist for Engrossing Purposes
P. O. Drawer 982 Rochester, N. Y.
The finest script obtainable for bookkeeping illustrations, etc. The Mills Pens are unexcelled. Mills' Perfection No. 1—For fine business writing, 1 gross, $1.50; ¼ gross, 40c, postpaid. Mills' Medial Pen No. 2—A splendid pen of medium fine point, 1 gross $1.25; ¼ gross 35c, postpaid. Mills' Business Writer No. 3—The best for business, 1 gross $1.25; ¼ gross 35c, postpaid. 1 doz. of each of the above three styles of pens by mail for 40c.



The above was written by John S. Griffith in his home in Englewood, Chicago, at 2 o'clock at night in the presence of R. R. Reed and Parker Zaner Bloser. This is a remarkable specimen when you consider the difficult conditions under which it was written. All three had spent a busy day at the National Commercial Teachers' Federation. The specimen was written on black cardboard with white ink.

C P A

WANTED — 500 MEN
to qualify at home as Accountants. Special inducement to begin NOW. College of Professional Accounting, Woodward Bldg., Washington, D. C.

Learn to Write

AT HOME. NO NEED TO GO AWAY TO SCHOOL. MY CORRESPONDENCE COURSES WILL BRING YOUR HANDWRITING UP TO PROFESSIONAL STANDARD. All copies fresh from my pen, together with personal criticisms and letters of advice, are bound to make success for you. Send for a free folder. Your signature written six styles on cards if you enclose dime.

A. P. MEUB,
Penmanship Specialist
P. O. Box 194 Pasadena, Cal.

Kellers' Artistic Oblique Penholders, beautifully inlaid with ivory, celluloid, bone and different kinds of hard wood in grip and upper end. This is not the only fine holder made, but none like it. A part of your patronage solicited. Initials inlaid if desired. Holders shipped on approval, prices on application. **J. C. Keller,** 1107 So. Commercial St., Salem, Oregon.

SCRIPT WRITING
Learn to write neat, accurate Business Script for Bookkeeping texts. Writing texts, Letterheads, and Newspaper illustrations. For a *limited* time and to a *selected* few, I will teach what it has taken me 25 years to learn. Send name, age, school, and a page of your business writing.
J. BAILEY
167 Keele St. Toronto, Ont.

A very impressive catalog has been received from the **Brantley-Draughon College,** Fort Worth, Texas. C. W. Reed is President. The envelope is 16 inches long and 6 inches wide and is addressed in beautiful ornamental penmanship; a style which would attract the attention of any young boy or girl.

In the center of the catalog is a mammoth picture 40 inches wide of the school and the pupils.

The school building occupies one floor of an entire block. A radio department is one of the features of the school. We are glad to say that this school gives due consideration to the important subject of penmanship.

WESTWARD HO! ALASKA TO NEW MEXICO
Free enrollment to Normal and College Graduates—ENROLL NOW!
Splendid positions in all departments
Huff Teachers Agency, Member N. A. T. A., Missoula, Montana.

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Forty-fifth Year. In the past decade this Agency has placed hundreds of men and women in Shorthand, Typewriting, Bookkeeping and Commerce in high grade positions, with good salaries. Send for booklet today.

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SCHOOL NEWS

An Educational Journal of Real Merit

Regular Departments

PENMANSHIP ARITMETIC CIVICS
GEOGRAPHY NATURE-STUDY
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HISTORY MANY OTHERS

Price $1.50 per year Sample on request

PARKER PUBLISHING CO., Taylorville, Ill.

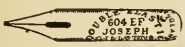
The Emporia Business College, Emporia, Kansas, will hold a Spelling and Stenotypy show May 3, 1930. They are offering a $25.00 cash prize, a Silver Loving Cup, a scholarship for their school and a year's subscription to Capper's Weekly, and a $5.00 credit towards a scholarship in the Emporia Business College. A list of words will be selected from the Capper's Weekly.

This contest is a very good advertising scheme and at the same time is creating much interest in the two subjects. Other schools who wish further information regarding this contest should write to Mr. C. C. Hawkins, of the above school.

Gillott's Pens

The Most Perfect of Pens

No. 1 Principality Pen



No. 604 E. F. Double Elastic Pen

No. 601 E. F. Magnum Quill Pen

Gillott's Pens stand in the front rank as regards Temper, Elasticity and Durability

JOSEPH GILLOTT & SONS

SOLD BY ALL STATIONERS

Alfred Field & Co., Inc., Sole Agents

93 Chambers St. New York City

PROSPECTS

Written December 31. The outlook now for teacher demand is not clear. We have the usual desultory demand for emergencies, however: Penman for Eastern private school, $24.00; man for law and basketball, Eastern school, $2400 to $3000; man for Western private school, dictation and related work, $175; man for Middle West, private school, head shorthand department, $175; for Western high school, two degree teachers, $1800 to $2000—and so on. May we help you?

THE NATIONAL COMMERCIAL TEACHERS' AGENCY
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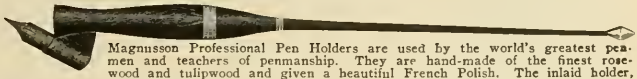

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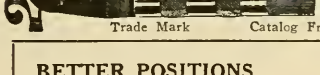

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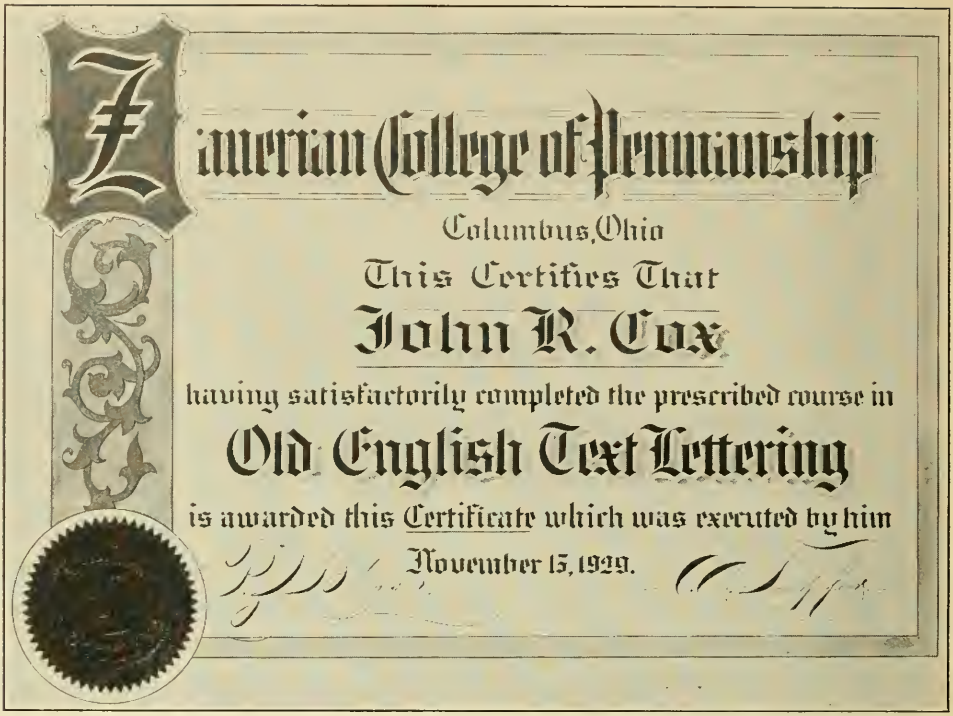

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As most of our readers know the highest certificates obtainable in penmanship are those which are earned in the Zanerian College of Penmanship, Columbus, Ohio, where the pupils when completing a course in any branch of penmanship make their own certificates, which are signed and sealed by the heads of the department. On December 18 seven different certificates were issued.

John R. Cox, who hails from Lewistown, Mont., and who is rapidly coming to the front as an engrosser, prepared his certificates in Engrosser's Script and Old English Text Lettering. Herewith is a reproduction of Mr. Cox's Text Lettering Certificate which will give you an idea of the quality of work done on these certificates.

Clarence W. Stevens, the Bowling Green, Ky., boy, who is also preparing as an engrosser, completed his Engrosser's Script, Text Lettering and Engrossing Certificates.

Kathleen H. Lee, from Georgetown, Delaware, completed her work in Text Lettering and Engrossing and made her certificates in these subjects. Previous to this she wrote out her Engrosser's Script Certificate.

On January 11th Mr. Cox completed his certificate for the complete engrossing. This certificate is 16 x 21 inches. It is engrossed on imitation parchment with a shield for background. It is a very beautiful piece of work and we wish that all of our readers could see it.

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BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to enable our readers to determine their value.

Salesmanship, by John Alford Stevenson. Published by American Library Association, 520 N. Michigan Ave., Chicago, Ill. Paper cover, 30 pages.

This course has been prepared for those who are interested in salesmanship as a profession. It comprises an introduction of general as well as professional interest and a guide to six books on salesmanship. The books should be available in any general library or may be obtained through any good bookstore.

If you wish to continue your study in this field, the librarian of your Public Library will be glad to make suggestions. If you desire to increase your knowledge in various fields, you are referred to the other courses in this "Reading with a Purpose" series and to your Public Library.

The Short Cut to Speed Typewriting, by M. N. Bunker, D. S. C. Published by the Occult Publishing Company, Chicago, Ill. Paper binding, 19 pages.

The author states that you can learn to successfully operate a typewriter in 60 hours Other people have done it. Students with only education enough to write and read, and students with a college education have all accomplished this feat. Some have mastered typewriting in less than this time, but none have needed more, provided they followed instructions implicitly. Speed in typewriting comes only with practice, but if you will devote your full 60 hours to honest, conscientious practice, you will be possessed of a fair rate of speed at the end of that time. What is of more importance, you will be able to gain speed rapidly because you will have accuracy and rhythm—the foundation of both high speed typewriting, and the good pay check so certain for a competent typist.

Miniature Aircraft, How to Make and How to Fly Them, by Omar H. Day, Director of Vocational Education and Practical Arts, in Public Schools, Kansas City, Mo., and Terence Vincent, Kansas City, Mo., U. S. Director of Miniature Aircraft Fliers. Illustrated by George F. Locke, Chicago, Ill. Published by The Manual Arts Press, Peoria, Ill. Paper binding, 86 pages.

This book has been written at the special request of the publishers. Its purpose is to provide an inexpensive, convenient book of practical working directions and related information for boys and girls and all others who make miniature airplanes. It is based on the rich experiences of the authors, who have cooperated successfully in the Kansas City public schools in helping thousands of boys and girls to make flying machines that really fly.

The last three chapters contain rules for contests and other information needed not only by the boys and girls, but also by teachers and officials who organize groups or classes of miniature airplane makers or conduct aircraft tournaments.

Elementary Training for Business, by Frederick A. Wilkes, B. B. A., former Supervisor of Commercial Education, New York State Department of Education; Head of Department of Accounting and Law, Plattsburg State Normal School, and George M. York, A. B., Professor of Commerce, New York State College for Teachers, and Chester J. Terrill, A. M., head of Commercial Department, Albany High School. Published by the Ronald Press Company, New York City, N. Y. Cloth cover, 351 pages.

Four years of successful use in many communities and under varying conditions have provided a sound basis for the development of this revised edition of "Elementary Training for Business." During this period the experiences and opinion of hundreds of teachers have been drawn upon. Furthermore, advantage has been taken of the more recent studies relating to the subject of junior business training.

This revised book will aid three groups of pupils: (1) those who wish to explore business training; (2) those who must leave school at an early age; and (3) those who expect to continue with the commercial course.

Many junior high schools and four-year high schools offer pupils an opportunity in the eighth or ninth year to take exploratory or try-out courses so as to assist them in the choice of the course they may take later. The text of this revised edition aims to meet the needs of such pupils for an exploratory course in business. The varied information and practice the pupils will receive from the lessons and exercises here presented should be helpful in making a decision regarding a business career. In addition, the text gives instruction and training in business practices which will be useful in any occupation or profession that may be chosen.

This text is also designed to aid the great army of pupils who are compelled to leave school before completing the high school course and for whom the time-honored subjects of bookkeeping and shorthand provide no adequate preparation for gainful employment. Surveys indicate that a large majority of those compelled to leave school before completing the high school course begin employment in the more general positions of the business office. For this group the course which is presented gives the pupils an introduction to the elements of business in the form of a series of descriptions of work in typical office positions, from messenger to assistant cashier, with full practice materials and problems. The procedure given is that of the current practice of leading business concerns.

For pupils that may continue the study of commercial subjects in high school the text lays a foundation for the specialized courses to follow and brings to these advanced courses a more related and fuller meaning. By means of organization charts and the types of business discussed, a picture is given of business as a whole. The study of various office positions in logical sequence emphasizes the relationship of one part of the business to another and explains the importance of the individual position and the opportunities for advancement. Through the use of the Budget of Forms, which accompanies the text, the content and use of the common business forms are made clear.

Advertising, by Earnest Elmo Calkins. Published by the American Library Association, 520 North Michigan St., Chicago, Ill. Paper cover, 32 pages.

This course has been prepared for two classes of readers—first, business men of all kinds, manufacturers and retailers, who might naturally be interested in advertising and wish to know something definite about it; and second, that vast army of young people who are interested in advertising as a vocation.

The booklet comprises a short introduction and a guide to six books on advertising. The books should be available in any general library or may be obtained through any good bookstore.

If you wish to continue your study in this field, the librarian of your Public Library will be glad to make suggestions. If you desire to increase your knowledge in various fields, you are referred to the other courses in this "Reading with a Purpose" series and to your Public Library.

The Secretary's Handbook, a Manual of Correct Usage, by Sarah Augusta Taintor, Department of English, Theodore Roosevelt High School, Secretarial Correspondence, University Extension, Columbia University, and Kate M. Monro, Department of English, Haaren High School, New York City. Published by The MacMillan Company, New York City. Cloth cover, 372 pages.

Here is an indispensable handbook for secretaries, giving clearly and definitely just the information they need, in convenient form for quick reference. It is planned from their point of view, and stresses their special problems in relation to English usage. It is a style book designed for daily use.

Part I contains authoritative rules of good usage, with practical illustrations of correct form in relation to capitalization, punctuation, division of syllables, italics, figures, abbreviations, diction, and important points of grammar. When opinion is divided in matters of usage, illustrations of both, with authorities, are given. Part II includes examples of various types of letters of business, social, and official nature, and other business forms, also specific directions for preparation of manuscript for publication, proof-reading, making of indexes, and compiling of bibliographies.

Eastern Commercial Teachers' Association, Second Yearbook, Curriculum Making in Business Education, published by Eastern Commercial Teachers' Association, 253 Lexington Avenue, New York City. Cloth cover, 383 pages.

To the vocations belongs the distinction of priority in attacking the construction of curricula from the functional point of view. Over a quarter of a century ago vocational agriculture led the attack by the discovery of the project method. In that field, projects of the farm were analyzed, and the curricula of the school were reorganized to meet the practical needs of farming. Organizations in private business, where academic traditions exert a slight pressure, have developed courses of training for workers in increasing numbers to meet practical situations.

Commercial education in the high school and the college has not been prompt in reacting to the influences that have been effective in other fields. The causes of this tardiness are varied. Ordinarily, commercial education is bound up with large school systems, the very size of which induces mertia and retards change. Again, because training in shorthand and typewriting constitute the minimum essentials of secretarial commercial curricula, and since graduates with some efficiency in these skills can "get by" in industry without the necessity of more thorough practical training, there has been little urge to study the total content of commercial curricula.

It is, therefore, an event of unusual significance when a body of commercial instructors as powerful as the Eastern Commercial Teachers' Association turns its undivided attention in its yearbook to the problems of curriculum making. It is a significant event because it indicates the awakening of the profession as a whole to the necessity of evaluating current courses, eliminating unnecessary elements, and adding content with a view to improving practice. Not less significant, however, is the variety of approach to the problem of curriculum construction that is presented in individual papers, and the far-sighted and competent treatment of the methods that are now being used in attacking the problem. The yearbook will undoubtedly have a profound influence upon the content of commercial curricula.

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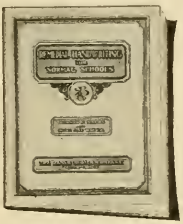

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Business Educator

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These Scales are issued in three forms, as follows:

Scale 1, for grades 1 and 2.
Scale 3, for grades 3 and 4.
Scale 5, for grammar grades and high school.

These Handwriting Scales were first published in 1915 and are being used quite extensively. The Zaner Handwriting Scales and Standads contain actual handwriting specimens from the various grades, as well as suggestions regarding position, form, movement and speed. A set of these Scales will be sent, postpaid, for 50c.

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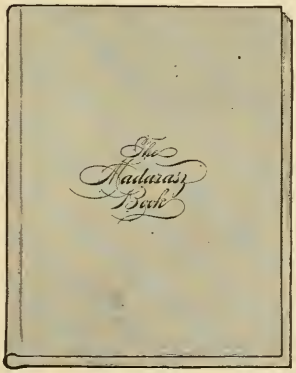

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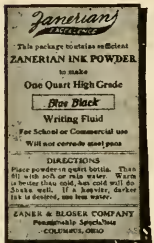

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We are headquarters for Arnold's Japan Ink, carrying a larger stock than any other dealer in this country. When used according to the instructions which we send with every bottle, telling how to get the best effects, the ink is without doubt one of the very finest to be had for executing fine penmanship, such as letter writing, card writing, flourishing, etc. Practically all professional penmen use this ink.

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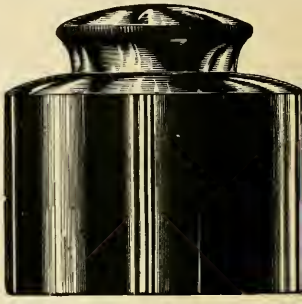

The above cut shows the full size of this polished hard rubber screw-top inkstand. It is made especially to our order and is the only one of the kind that has a mouth one inch wide inside measurement, which is plenty wide enough to admit any oblique holder. Air tight, prevents evaporation, and it will not leak. Ink can be carried anywhere in it. A fine and serviceable ink well for use anywhere.

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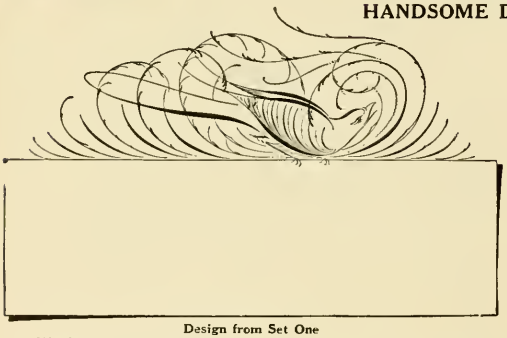
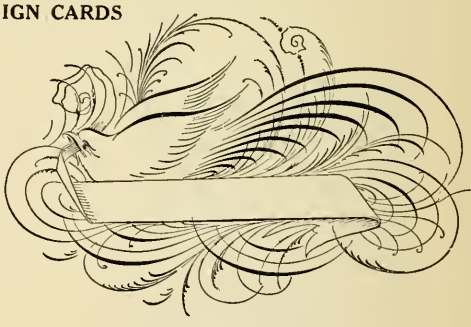


Design from Set One

We here offer the penmanship loving public two sets of beautiful design cards, each set containing twelve cards with a different design on each, and with sufficient blank space for a name to be written.

These cards are unquestionably the finest of the kind ever gotten out. In the hands of wide-awake card writers they are money-makers, costing less than 5 cents per set of twelve cards when $4.50 worth are ordered at a time. Secure a supply and see how easy it will be to take orders at good figures. The writing surface of the cards is unexcelled for fine penmanship. They are printed so as to resemble pen work very closely, and most persons would suppose them to be pen work. The original designs were, of course, all prepared with the pen, set one having been executed by one penman, and set two by another, both of whom are recognized as masters in flourishing and designing.



Design from Set Two

We present above one design from each set, but you must see a few of the designs to fully appreciate them. After seeing the cards, many persons have ordered large quantities, some using them for school advertising purposes and others for regular card writing purposes. One card writer who uses these cards reports that he and his brother cleared $37.[illegible] in one day writing in a park.

PRICES FOR SET ONE OR SET TWO

(By mail postpaid.) At these prices the cards can be furnished in sets on[illegible]

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General Business Science builds knowledge, appreciation and understanding of modern business functions and services on a social-science foundation and places the whole structure against an historical background. The first seven units of the text and the accompanying project material represent a type of orientation course while the remaining units give the student practice in the application of the social and economic knowledges and appreciations previously gained to business functions and services, clerical practices and office procedures.

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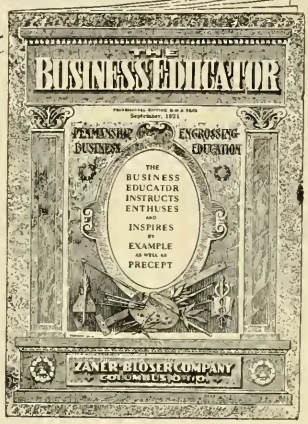

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The Business Educator

VOLUME XXXV COLUMBUS, OHIO, MARCH, 1930 No. VII

"The Commercial Education Association of Western Pennsylvania will hold its semi-annual meeting at Pittsburgh, in the Frick Training School, Saturday, April 5, 1930, at 9 a. m. This will be a meeting of special interest to all commercial teachers and high school principals, as it features four teaching demonstrations to be given by educators who are nationally prominent in their fields of work. Some phase of work will be taught in the subjects of Bookkeeping, Junior Business Training, Shorthand and Typewriting. The persons who will give these demonstrations come to us through the courtesy of the South-Western Publishing Company, Ginn & Company and the Gregg Publishing Company, respectively.

"Mr. C. M. Yoder, Director of Commercial Work, State Teachers' College, Whitewater, Wisconsin, will conduct the Bookkeeping demonstration. He is nationally known as Secretary of the National Commercial Teachers' Federation.

"The teaching of Junior Business Training will be demonstrated by **Miss Juvenilia Caseman,** Supervisor of the General Business Training work in the Hutchinson High School, Buffalo, New York. She is recognized as one of the outstanding teachers of Business Training in the country.

"Mr. Harold H. Smith, Educational Director of the Gregg Publishing Company, New York City, will demonstrate the teaching of both Shorthand and Typewriting. He has had a wide and varied experience in stenographic, secretarial and reporting fields, in typewriter demonstration and contest work, and for the past fourteen years has been in close contact with teachers and their work. He is well known as a teacher of methods in Shorthand and Typewriting throughout the United States and British Isles.

"An opportunity will be given for discussion following each demonstration. After the meeting, there will be a luncheon in the Georgian Room at Webster Hall. Those who attended the luncheon last fall know that it is the real climax of the whole meeting. We urge you to be present. Kindly make reservation by sending $1.50 to **Mr. A. E. Cole,** Langley High School, Pittsburgh, Pa., not later than April first. All who are interested are most heartily invited to attend both the meeting and luncheon, and we can assure you a profitable and a very enjoyable time."

REDUCED RAILROAD RATES TO DETROIT

No special credentials are necessary to secure reduced rates on all railroads, simply ask your agent for Convention Certificate when buying your going ticket at full-fare. This certificate when properly endorsed at the convention will entitle you to half fare returning. Read carefully the following numbered directions.

The passenger associations covering the United States and Canada have authorized reduced fares for the annual convention of the **N. A. P. T. S.** on the certificate plan.

The reduced fares, equal to full-fare going and half-fare returning over same route, are contingent upon the attendance of not less than 150 members of the organization or dependent members of their families. We have always had the required number, but let's not take any chances. To guarantee this reduced rate to those who come long distances, it is suggested that all nearby members leave their autos at home and travel by train.

The following directions are submitted for your guidance and also for dependent members of your families.

1. Tickets at the regular one-way tariff fare for the going journey may be obtained to attend the meetings of the N. A. P. T. S. in Detroit. Be sure that, when purchasing your going ticket, you request a certificate. Do not make the mistake of asking for a receipt.

2. Present yourself at the railroad station for ticket and certificate at least thirty minutes before department of train on which you will begin your journey.

3. Certificates are not kept at all stations. If you inquire at your home station, you can ascertain whether certificates and through tickets can be obtained to place of meeting. If not obtainable at your home station, the agent will inform you at what station they can be purchased. You can in such case purchase a local ticket to the station which has certificates in stock, where you can purchase a through ticket and at the same time ask for and obtain a certificate to the place of meeting.

4. Immediately on your arrival at the meeting present your certificate to the endorsing officer, Miss Lillian Bushman, secretary, as the reduced fare for the return journey will not apply unless you are properly identified as provided for by the certificate.

5. Arrangements have been made for validation of certificates by a Special Agent of the Carriers on April 10 and 11, if the required minimum of 150 certificates is presented.

6. No refund of fare will be made because of failure to obtain a proper certificate when purchasing going ticket.

7. So as to prevent disappointment, it must be understood that the reduction on the return journey is not guaranteed, but is contingent on an attendance at the meeting, of not less than 150 members of the organization and dependent members of their families, holding regularly issued certificates obtained from ticket agents at starting points, showing payment of regular one-way adult tariff fare of not less than 67 cents on going journey.

8. If the necessary minimum of 150 certificates is presented to the Special Agent as above explained, and your certificate is duly validated, you will be entitled up to and including April 15 to a return ticket via the same route over which you made the going journey, at one-half the regular one-way tariff fare from the place of meeting to the point at which your certificate was issued.

9. Return ticket issued at the reduced fare will not be good on any limited train on which such reduced fare transportation is not honored.

MEMBERSHIP OF THE NATIONAL ASSOCIATION OF PENMANSHIP TEACHERS AND SUPERVISORS

On February 1, Miss Bushman, Secretary, reported a total membership of 402 members with Pennsylvania in the lead, having secured 99 members. New Jersey follows with 88, and New York with 62. Alabama has 13 members. We hope that by the time of the meeting some of the other states will show a decided gain.

THE BUSINESS EDUCATOR

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By THE ZANER-BLOSER CO.,
612 N. Park St., Columbus, O.
E. A. LUPFER ..... Editor
PARKER ZANER BLOSER ..... Business Mgr.

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The BUSINESS EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

Practical Handwriting

By the late C. P. ZANER

who was recognized as the greatest all-round penman

ESSENTIALS FOR SUCCESS

In every line of human endeavor there are certain things that are necessary for success, and these are usually called Essentials. In learning to write there are certain things that must be observed if you are to succeed. You will save much time and effort, and achieve much more, if you observe them with care.

Good materials are necessary for correct learning and good writing. Poor materials are dear at any price, for they retard, if not entirely prevent, improvement.

Pens, Holders, Paper, Inks should be selected with care.

A good text is as essential in writing as in any other subject. A good text both shows and tells how to learn to write well. It contains skillfully written copies, carefully graded and logically arranged exercises, letters and words, and explicit instructions.

A good position is one that is healthful and efficient. The body should be erect so as to grow straight rather than crooked, and the hand should be held in such a position as to conform easily and well to the laws of nature and the art of writing.

In order to make your writing legible and pleasing to the eye, you must study and imitate good, plain, rapid forms, such as are presented in this Manual.

A good free movement of the arm is essential to good writing, and it should, therefore, be acquired. The movement exercises, letters and words are arranged in this Manual to aid in mastering a free, graceful movement.

The Angle of the Forearm

The direction of the forearm across the desk, and the angle of the forearm to that of the paper are very important and must be correct, if the best is desired. With the paper parallel to the diagonal line of the desk, the forearm when starting to write at the left side of the paper, should point toward the upper left corner of the desk. By the time the pen has traveled half way across the paper, the forearm should be pointing toward the center of the back of the desk. The radius or swing of forearm should range between the upper left corner and the center of the back of the desk. The pen should start near the center of the desk and move toward the inkwell.

The Placing of the Paper

The paper should be placed where the hand can do the best writing, and should be shifted with the left hand.

When writing on the upper left quarter of the paper it should be pushed to the right and pulled back toward the elbow. See Illustration 8. When writing in the upper right quarter, the paper should be shifted leftward. See Illustrated 9. When writing in the lower half, the paper needs to be shoved upward on the desk, and shifted toward the right when writing on the left side, and toward the left when writing on the right side. See Illustrations 10 and 11.

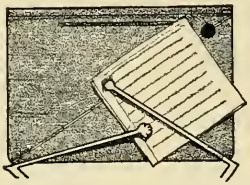


Illustration 8, showing location of paper when writing in upper left corner.

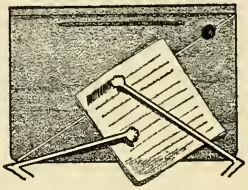


Illustration 9, showing location of paper when writing in upper right corner.

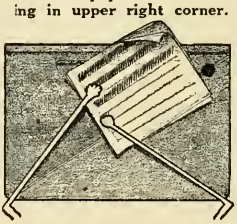


Illustration 10, showing location of paper when writing in lower left corner.

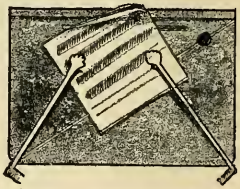


Illustration 11, showing location of paper when writing in lower right corner.

The Shifting of the Paper and Left Hand

As a rule, write halfway across the page and then pull the paper to the left. Then complete the line and push the paper to the right ready to start on a new line at the left side of the page. When about one-fourth across the page shift the elbow slightly and go as far as the center of the page, when the paper, instead of the elbow, should be shifted.

As a rule, hold the paper near the bottom with the left hand when writing on the upper half of the page, and hold it near the top when writing on the lower half of the page. See Illustrations 8 and 10.

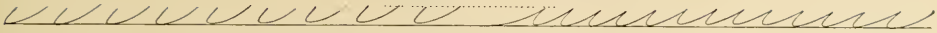
STUDY AND PRACTICE

Two things are essential in learning to write. The first is study and the second is practice. Neither alone can produce good results, but the two insure success.

Study is necessary in learning the forms of letters, and in deciding upon the method of their production. Study is necessary in detecting mistakes and dictating the remedy.

Practice is necessary to produce the form which study has evolved. Practice is necessary in training the muscles to obey the dictates of the brain. It is by practice that we become proficient in writing, as in other things.

Studied practice tends toward perfection. Remember, not study alone nor practice alone, but a combination of the two is essential to success.



The lower-turn principle forms the main part of a number of letters, and should be mastered before going any further. Keep the down strokes straight, the turn narrow, and the up strokes slightly curved. See that the little finger slips freely in making the up stroke. Count: 1, 2; 1, 2; etc., at the rate of about eighty a minute. Make the form as nearly as possible one-third the space between two blue lines, and watch closely the spacing between the forms.

In joining the principle, and thereby forming an exercise, which we will call the lower-turn exercise, but one count is necessary for each down stroke as follows: 1, 2, 3, 4; 1, 2, 3, 4, etc., at the rate of about one hundred and sixty down strokes a minute. Not that many each minute, but at about that rate of speed when the pen is on the paper. Think between exercises, and therefore pause when the pen is off the paper, in order to decide how to improve.

Don't forget about position. See that the back is straight and that the elbows are near the corners of the desk. Watch the first finger to see that it is nearly straight, and that the penholder points toward the shoulder. Also see that the little finger slips freely, and that the angle of the paper is the same as shown in the copies. Position is very essential, not only to good writing but to health as well.

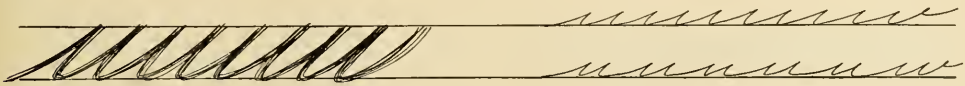
See that the movement is regular, elastic and free. See that the down stroke curves as much as the up stroke. Keep the fingers from acting, and see that the motion comes from the elbow. Make the forms about two-thirds as wide as long, and be sure to finish the tracer of the *O* upward. Aim at ease in execution. See how neatly you can do the work. Make up strokes as heavy as down lines.

The *O* is composed of a slanting ellipse or oval, two-thirds as wide as long, finished with an upward curve. Both sides should be curved equally, and the top should be as rounding as the bottom. The finish should be kept high to prevent it from resembling *A*. Keep the loop relatively small. Make the large tracer across and not down the page. Count: 1, 2, 3; 1, 2, 3, etc., at the rate of forty a minute for the tracer, and sixty a minute for the one-space *O*.

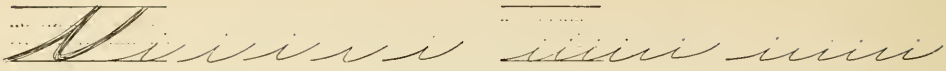
Alternate the oval and *O* across the page and count: 1, 2, 3, 4, 5, 6, 7, 8, capital *O*; 1, 2, 3, 4, 5, 6, 7, 8, capital *O*, etc. Finally practice the *O* by itself. Begin and finish the *O* with the pen in motion; that is, start the motion before the pen touches the paper and raise the pen from the paper while it is yet in motion. Start the letter leftward, not downward, and let the motion continue from letter to letter, instead of stopping as soon as a letter is completed.

Make the *O's* three-fourths and the lower-turn exercise one-fourth the height of the space between two blue lines. Count: Capital *O*, 1, 2, 3, 4, 5, 6, 7, 8, etc.; for the *O* and the exercise. See that the little finger glides freely. Train the hand to move easily and regularly. Make at the rate of twelve *O's* and exercises to the minute.

Do not be satisfied with anything but a graceful movement, for a graceful motion is the product of a free arm action. The fingers are too short to act gracefully and freely. Therefore persevere until you can command the hand to do what is desired.

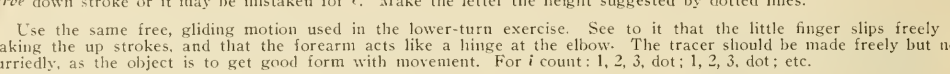


Make the large retracing *i* exercise with a free, forceful arm movement. Keep the down strokes straight and slanting, and the up strokes slightly curved. Count: 1, 2, 3, 4, 5, 6, 7, 8, 9, repeat 1, 2, 3, 4, 5, 6, 7, 8, 9, etc., at the rate of about one hundred and twenty up strokes a minute. In the *i* exercise, which should be made one-fourth space high, the little finger should glide freely and forcefully to the right in making the up strokes. Be sure to form an angle at the top and a short turn at the base line. Be equally careful to make the down strokes nearly straight and slanting. The tendency is to curve the down stroke entirely too much. Keep the down strokes just as light as the up strokes, which will necessitate a light, elastic action of the arm. Count at the rate of two hundred down strokes per minute. Keep your back straight and your eyes the right distance from the paper.



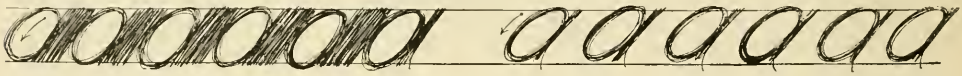
The *i* contains an angle, a turn, a dot, and three strokes. The first and last strokes are the same in curve and slant. Place the dot just above the letter and in line with the down stroke. Never loop *i* or it will resemble *e*. Do not *curve* down stroke or it may be mistaken for *c*. Make the letter the height suggested by dotted lines.

Use the same free, gliding motion used in the lower-turn exercise. See to it that the little finger slips freely in making the up strokes, and that the forearm acts like a hinge at the elbow. The tracer should be made freely but not hurriedly, as the object is to get good form with movement. For *i* count: 1, 2, 3, dot; 1, 2, 3, dot; etc.



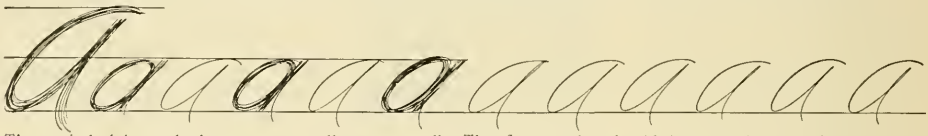
First, see that you have a good position of the body, hand, pen, and paper. Second, note carefully the relative size of the *O* and *i* exercise as compared with each other, and with the blue lines. Third, the down stroke of the *i* should be the same in slant as the *O*. Fourth, both letters should be made with the arm movement, but the *O* will require a circular while the *i* will require a lateral motion.

See how easily and gracefully and yet how correctly you can execute these forms. See to it that the *i* has an angle at the top and a short turn at the base, and that both letters rest on the base line. Form and freedom are the prime factors. Make the small *i* exercise with a lively, gliding arm movement that comes direct from the elbow.



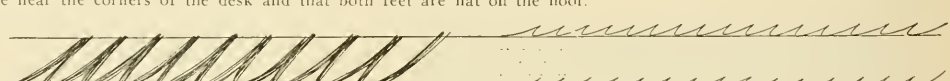
This retrace-oval and straight-line exercise is a splendid one to develop the circular and in-and-out motions of the arm. Count six for the oval and ten for the straight line, at the rate of about two hundred down strokes a minute.

In the *A* tracer, count about six each for the oval and straight line, finishing with curve below the base line. Use the arm, not the fingers, and sit healthfully, watching the angle of the paper. Be patient and persevering.



The capital *A* is much the same as small *a* grown tall. The first stroke should be curved more than the second, while the second stroke should be nearly straight with curved finish below the line. Start the letter leftward at the top, and retrace the second part about half way down. Never loop the letter or it may resemble *O*.

Make a line of the large tracer across the page, then alternate the one-space tracer exercise and the *A* across the page. Count: 1, 2, 3; 1, 2, 3; etc., for the *A*, and 1, 2, 3, 4, 5, 6; 1, 2, 3, 4, 5, 6, for the *A* tracer exercise. Make about one *A* a second. Pause between letters long enough to observe critically wherein you have failed and wherein you have succeeded; long enough to determine and resolve how to make the next one better.



Try to make each letter three-fourths the distance between blue lines, and the lower-turn exercise one fourth. Go from the letter to the exercise without stopping the motion. Make the oval of *A* more slanting and less rounding than *O*. See that both parts of the *A* rest on the base line, and that turns are not too wide or rounding.

Watch carefully the spacing between the down strokes and their slant. Keep the exercise rounding at the bottom and sharp at the top. Do not forget about position, either of the body, or of the hand, or of the paper. See that the elbows are near the corners of the desk and that both feet are flat on the floor.

Count: 1, 2, 3, 4, 5, 6, 7, 8, 9, one for each up stroke in the tracing exercises. Be sure to make these exercises a full space in height, and as regular in width as possible. Do not curve the down strokes, and keep the lower turns short. Trace over the form about six times, and keep the down strokes just as light as the up strokes. The clothing on the arm should be loose to allow the arm to act freely.

Make the lower-turn exercise one-third space in height. Count one for each down stroke as follows: 1, 2, 3, 4, 5, 6, 7, etc., at the rate of about one hundred and sixty a minute. Aim at uniformity in height, slant, and spacing. Keep the down strokes just as light as the up strokes, and be sure to use no finger action. Next time watch the fingers and the arm, in order to determine how you write.

Practical Business Writing

By G. C. GREENE

Head of Penmanship Department, Goldey College, Wilmington, Delaware

Send 25c with five of your lessons (one to a page) for criticisms and helpful suggestions.

No. 7

LESSON 61

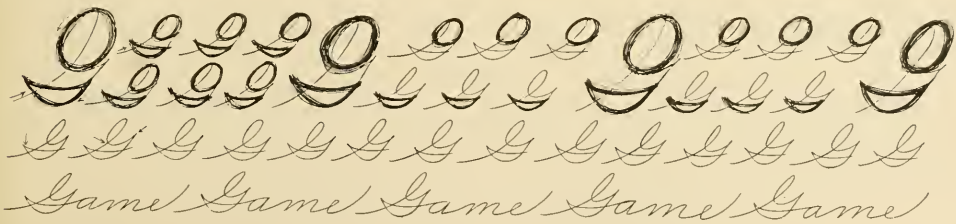
The purpose of this movement drill is to help you acquire more ease and freedom in making the letters embracing the compound curves. No doubt you have found the last few lessons rather difficult. Do not become discouraged for you can win. Spend two or three hours on this lesson and work it out just like the copy. Make the large ovals two writing spaces high, then fill in the other drills in red ink. Do not leave this lesson until you can make a neat page. Keep trying.

LESSON 62

Here is another cross drill in the capitals F and I, two rather difficult letters. Make the F, leaving sufficient space for the I. Turn your paper slightly to the left and place the I at the proper place. Use two colors of ink. Fill the writing page in groups of four lines each, leaving two writing spaces between each group. Make your work show movement and force.

LESSON 63

This is your last letter. When you have successfully finished the G you will have had all the capital and small letters in the alphabet. Observe the arrows and work out the drills in this lesson just like they are given in the copy. After ascending to the full height of this letter turn short and descend, crossing the upward stroke at about half its height. Continue with a round curve coming to a firm stop, then finish like T or I. Make the base wide. Join the G to the letters that may follow as in the word **game.**

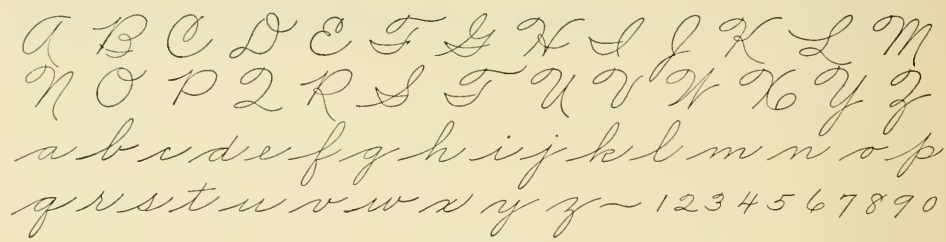


LESSON 64

You will find in this lesson a good review, and an interesting and helpful drill. Plan your work carefully. Use three colors of ink if you want something beautiful. Take time to do your best. Keep your pen point clean. Let every effort be your very best. Think and concentrate.

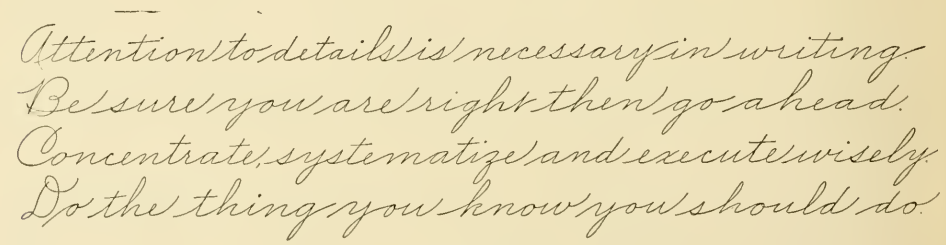
LESSON 65

In this lesson I am giving you a complete review of all the letters and figures that you have had in the past 64 lessons. This is the standard alphabet used by nearly all penmen. Do not spend all your time working on two or three letters that seem to be difficult but work out this lesson completely, just as I have it. Strive for accuracy. Observe each letter closely and do your best to equal or surpass my copy. Do not become discouraged if you do not succeed at first. Keep working.



LESSON 66

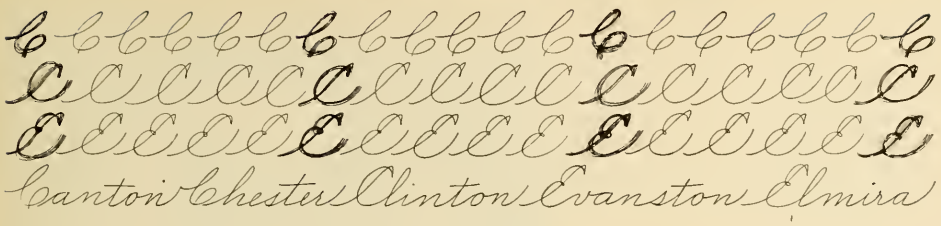
I will now introduce you to a complete lesson in sentence writing. Please observe the suggestions made in these sentences and strive to improve each line you write. You will need sentence practice at this point in your course. Fill an entire page with one sentence. After all sentences have been covered in this manner work out a page of the four lines like the copy. Do not scribble. Begin all small leters on the line.



LESSON 67

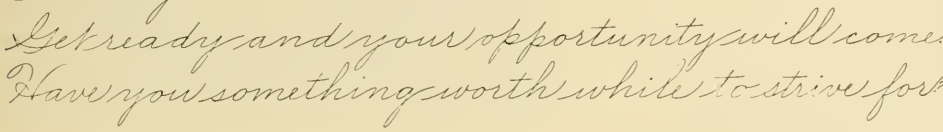
In order to break the monotony of too much sentence writing at one time I will alternate each four sentences with a few optional letters. Some people find these forms easy and for that reason I am giving a few letters that may help some one to enjoy this course a little more. Practice the retraced letters first and you will improve faster. You will find it helpful to make the letters larger than the copy at first. Observe the forms closely. Speed up!

Are you working for Business Educator Penmanship Certificates?
Write for circular giving grades, requirements, etc.



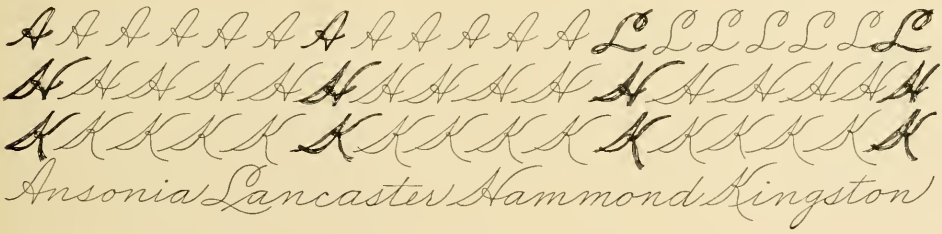
LESSON 68

At this point in your study of this course you may have a tendency to slow down on sentence writing. You should strive to keep sufficient speed to enable you to get clear lines at all times. Watch the beginning and ending strokes in each word. Careless positions are detrimental to good penmanship. You cannot do good writing while thinking about other things. All great men have learned to concentrate on one thing at a time.



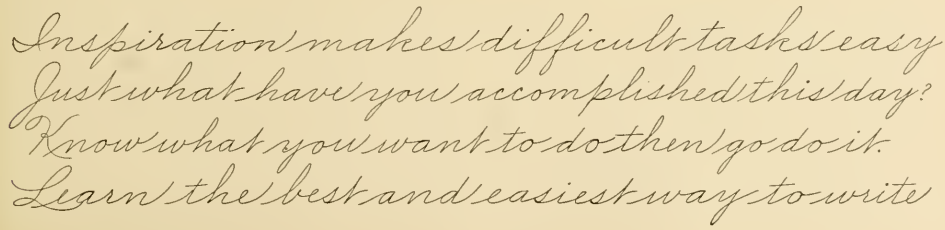
LESSON 69

Here is another group of the optional letters which are not so practical as the standard forms, but they are useful in the writing of signatures. Study the curves closely and observe the shape and form of the loops. Repetition and thoughtful practice will give skill. Good writing recommends you favorably to the business public.

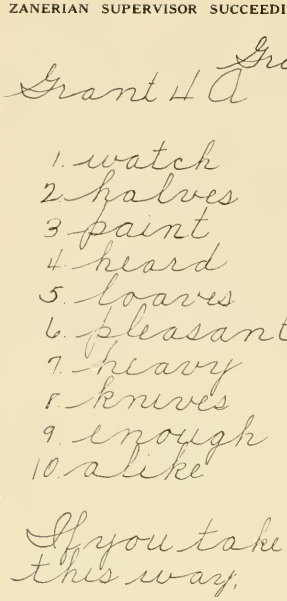


LESSON 70

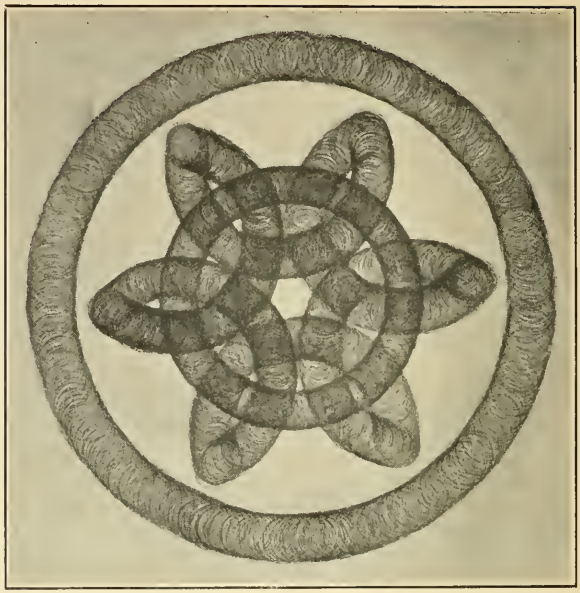
Try to get more inspiration from your work as you go along. Careful spacing will improve the general appearance of your writing. Keep all letters the same slant. Find out what you are working for and then do all in your power to reach that destination by the very best methods. The better you are prepared the greater will be your opportunities for success and service.



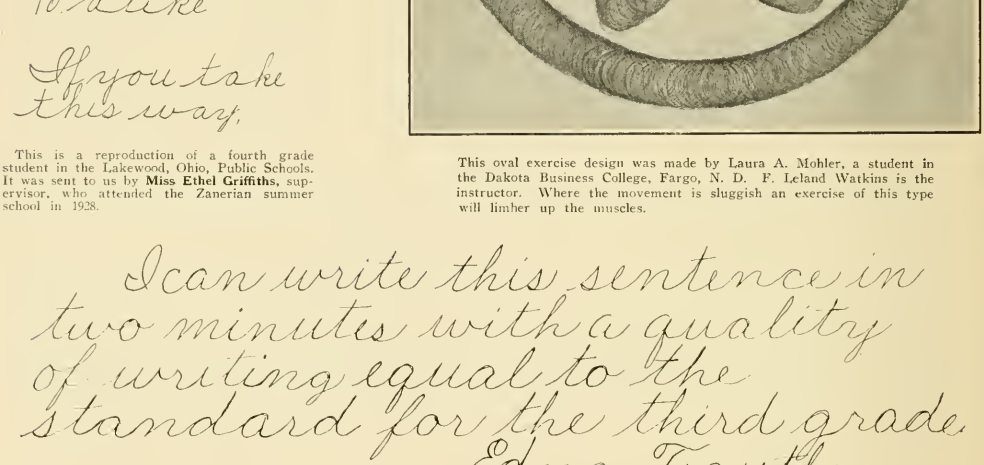
ZANERIAN SUPERVISOR SUCCEEDING



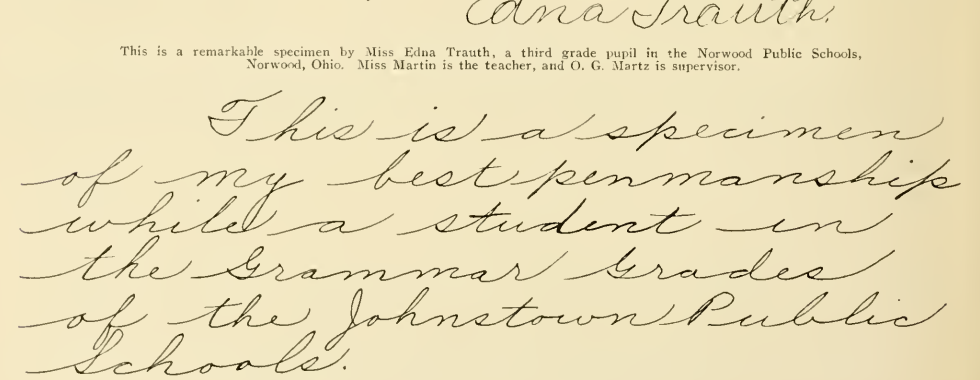
This is a reproduction of a fourth grade student in the Lakewood, Ohio, Public Schools. It was sent to us by **Miss Ethel Griffiths,** supervisor, who attended the Zanerian summer school in 1928.



This oval exercise design was made by Laura A. Mohler, a student in the Dakota Business College, Fargo, N. D. F. Leland Watkins is the instructor. Where the movement is sluggish an exercise of this type will limber up the muscles.



This is a remarkable specimen by Miss Edna Trauth, a third grade pupil in the Norwood Public Schools, Norwood, Ohio. Miss Martin is the teacher, and O. G. Martz is supervisor.



Arlene Stata is a student in the Johnstown, New York, Public Schools where Ella L. Dwyer supervises handwriting.

This is a specimen of my best penmanship while a student in the Grammar Grades of the Johnstown Public Schools.

Mary E. Knox

This is a specimen of my best penmanship while a student in the Grammar Grades of the Johnstown Public School.

John Neapolitan

This is a specimen of my best penmanship in the while a student in the Grammar Grades of the Johnstown Public Schools

Rose S Sefcovic

The three pupils whose work appears above are students in the Johnstown, New York, Grammar Schools. Ella L. Dwyer is supervisor of handwriting.

Supplementary Business Writing

By C. C. Lister, Maxwell Training School for Teachers, New York City

Individuality is that quality or character that distinguishes one human being or thing from another. A human being may be individual in many ways. So too may handwriting be individual, regardless of the style of writing taught or the instructor.

But not every individuality in human beings nor handwriting is desirable. It may consist of an individuality to be admired, or one of which to be ashamed.

Since individuality in writing can neither be taught nor prevented, the most pleasing individuality is sure to result from the study and practice of the best model. L 30.

Yesterday is but a dream,
Tomorrow only a vision;
But today well lived
Makes every yesterday a dream of happiness, and every tomorrow a vision of hope.

Another specimen by Mr. Robert Viergever, Mankato Commercial College, Mankato, Minn.

HARRY, THE MESSENGER BOY

By J. A. SAVAGE,
Supervisor of Writing, Omaha, Nebraska, Public Schools.
Teacher, Zanerian College of Penmanship, Summers 1929-30.

The intersection of State Street and Madison Avenue in Chicago is one of the busiest street corners in the world. During the busiest times of the day street cars rush by every minute or two, going north, east, south, and west. Automobiles, two abreast, are going all four directions. An endless procession of pedestrians are taking their lives in their own hands in trying to dodge through the traffic, and it takes five policemen to keep everybody moving and to avoid accidents. Four of these policemen are on powerful big horses and one is in the center of the intersection tooting his whistle.

It was while crossing the street at this corner a few years ago that the writer of this article saw a messenger boy coming on his bicycle and dodged just in time to avoid being run down. As he gained the curb, he heard the boy jump from the wheel behind him, and then the call, "Mr. Savage, Mr. Savage, what are you doing in Chicago? Aren't you Mr. Savage from Omaha? You don't remember me, do you?" Upon inquiry, the boy said that he had been graduated from one of the Omaha schools a couple of years before and that his folks had moved with him to Chicago. He had entered high school there, but because of the death of his father, he had to drop out of school and go to work. He said he had been working for the Western Union for about 18 months, but that he had had an experience just the morning before that he wished to tell about.

A Penmanship Test

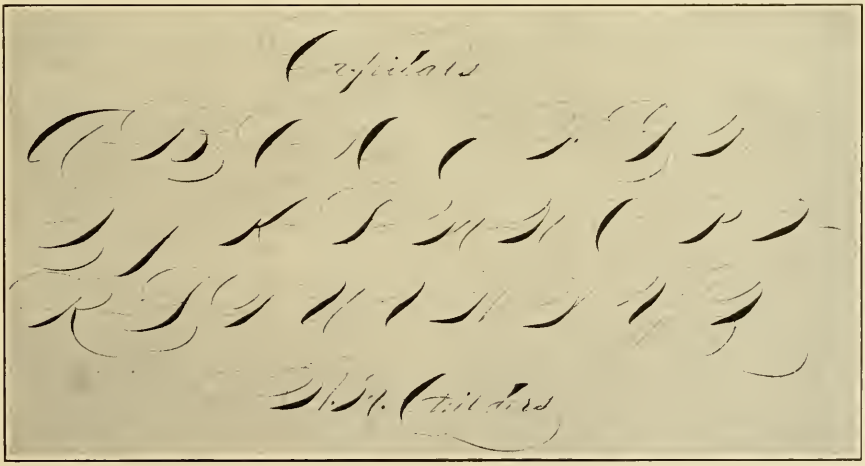
He said that he had been called to the office of the company, been shown a bundle of reports that he had signed, and was asked whether the signatures were his writing. When he remarked that they were his, a sheet of paper was handed to him and he was asked to copy several lines from a newspaper article. The manager then told him that they had been on the lookout for some time for a boy to use in the office—a boy who could write well and who had had experience on the street delivering messages. He was told that the salary would be considerably in advance of what he had been receiving and that they felt he was the one for whom they were looking. The manager asked where he had taken special lessons in penmanship, and when the boy replied that he had taken no special lessons, but that he learned to write in the public schools, the man expressed considerable surprise. He said that he had been watching the handwriting of all the boys for some time, but the signatures of most of them were scrawled so carelessly that they were hardly readable.

A Promotion

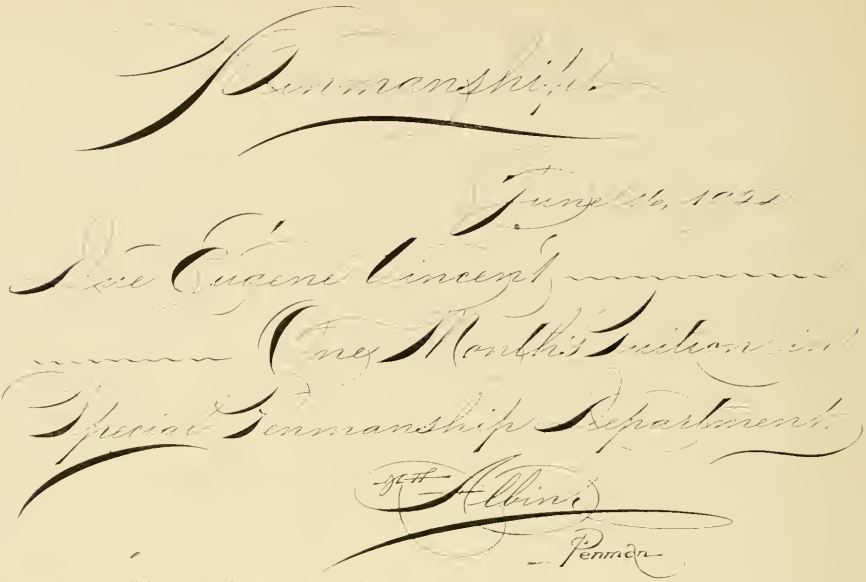
The manager complimented Harry on the style of writing he was doing and told him to be ready to take up his duties the following Monday. Harry had told his mother about it the evening before and they were, of course, all delighted to think of his promotion. His salary increase was not the only good thing about the change. He would be off the hot, dusty, dangerous streets in the summer, and the cold, slippery risks that he had been taking in the winter. He would no longer have to deliver messages in all kinds of questionable places, but would from now on be in a nice clean office, as cool as modern equipment could make it in the summer, and comfortable in the winter. Not only that, but he would be in line for further promotion.

This is the third article illustrating how important it is that one should not only learn to write a good hand, but that he should make a habit of always doing good writing. Harry did not know when he signed the reports that the company was looking for some messenger boy who could write well. But, his habit of always writing carefully procured for him a position that hundreds of other boys would like very much to have had.

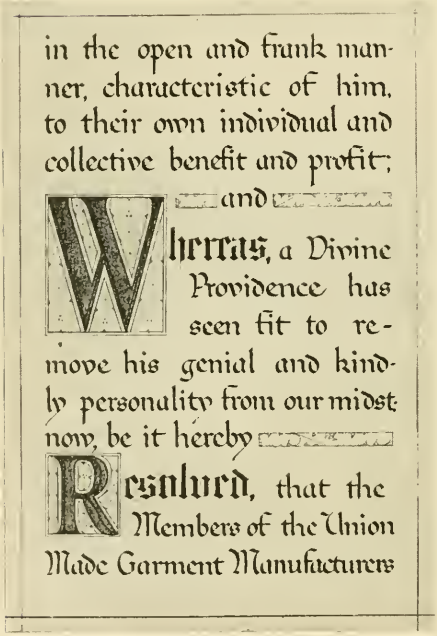
Does it pay to form a habit of writing well always? Ask any business man.



This beautiful ornamental alphabet was m ade by W. M. Childers, Kansas City, Mo.



This ornamental penmanship came from our good friend, M. A. Albin, San Antonio, Texas.



in the open and frank manner, characteristic of him, to their own individual and collective benefit and profit; and

Whereas, a Divine Providence has seen fit to remove his genial and kindly personality from our midst; now, be it hereby

Resolved, that the Members of the Union Made Garment Manufacturers

The fourth of a series of album pages from the Harris Studio, Chicago, Ill.

PROGRAM

PENMANSHIP SECTION

of the

EASTERN COMMERCIAL TEACHERS' ASSOCIATION

April 17, 18, 19, 1930

"The Use of Measurement in the Teaching of Handwriting"
Dr. Paul V. West,
New York University, New York, N. Y.

"How Best to Motivate the Subject of Penmanship in Commercial Training Institutions"
G. C. Greene,
Goldey College, Wilmington, Del.

"The Value of Good Penmanship in Business"
C. S. Moore,
Southwestern Publishing Company, New York, N. Y.

"Importance of Good Figures and How to Teach Them"
H. M. Sherman,
State Teachers' College, West Chester, Pa.

"The Need for Qualified Teachers of Penmanship"
Mrs. Jane Allison,
Taylor School, Philadelphia, Pa.

"Should Formal Penmanship Instruction Be Discontinued in the Sixth Year?"
Clarence I. McKelvie,
State Teachers' College, West Chester, Pa.

S. E. BARTOW,
C. C. LISTER,
Chairmen.

PUBLIC SCHOOL HANDWRITING

By FRANK H. ARNOLD, Supervisor of Writing
Spokane, Washington

CORRELATING SPELLING AND WRITING

Not long ago we gave a spelling test here in Spokane in grades five, six, seven and eight. I shall list below the 50 words of the test that proved to be the most difficult and tabulate the number of times each word was missed. Before giving the list, a few explanations are necessary.

Pupils taking part in the test:

Fifth grade	1,542
Sixth grade	1,741
Seventh grade	1,664
Eighth grade	1,588

	Number times Words missed			
		Grade 5	Grade 6	Grade 7	Grade 8
1.	all right	967	977	1020	857
2.	shining	428	369	313	265
3.	using	551	405	196	189
4.	planning	529	484	414	190
5.	their	485	351	244	115
6.	stopped	315	172	194	103
7.	whose	563	537	297	155
8.	beginning	644	565	199	111
9.	loose	410	287	278	149
10.	lose	401	417	270	182
11.	woman	367	390	314	188
12.	until	364	217	189	112
13.	quiet	521	333	209	—
14.	pleasant	629	244	240	127
15.	ninety	413	451	437	295
16.	business	909	783	182	50
17.	really	879	784	489	193
18.	receive	725	606	661	234
19.	neighbor	744	580	176	46
20.	answered	555	—	185	145
21.	straight	627	438	147	75
22.	different	527	180	137	129
23.	hoarse	690	337	288	155
24.	separate		304	441	383
25.	losing	501	545	403	309
26.	surprised		434	264	—
27.	whether		667	434	—
28.	sense		614	400	194
29.	led		694	563	533
30.	February	292	350	424	223
31.	disappointed	—	—	806	407
32.	judgment	—	—	547	392
33	seize	—	—	639	514
34.	necessary	—	—	684	135
35.	already	376	272	169	140
36.	fourth	366	—	243	162
37.	speech	—	—	268	181
38.	foreign	—	—	—	216
39.	immediately		—	—	454
40.	except	349	—	—	—
41.	almost	239	—	—	—
42.	library	—	446	—	—
43.	James's	952	1059	—	—
44.	village	416	—	—	—
45.	occasion	—	—	—	393
46.	ninth	—	—	—	433
47.	seize	—	—	—	514
48.	sincerely	—	—	—	410
49.	fulfil	—	—	—	544
50.	principle	—	—	—	313

We did not give the fifty words in each of the four grades. The tabulated results, however, will show just what words were given in each grade. If we will give some consideration to these fifty words, we must come to the conclusion that few of them are difficult. It is evident, too, that these words are very common, and that pupils must use many of them in their written work day by day. I do not believe that it will be a hard task to teach pupils to spell all these words. I think that one of the best ways to teach the spelling of these words is to have pupils practice them in writing drills. The spelling can be taught incidentally this way. I do not favor telling pupils that we are teaching spelling when they are practicing these words at their writing periods.

Soon after this test was given I gave a list of these fifty words to our fifth, sixth, seventh and eighth grade teachers. When the lists were sent out to them I gave the teachers a bulletin giving the following directions:

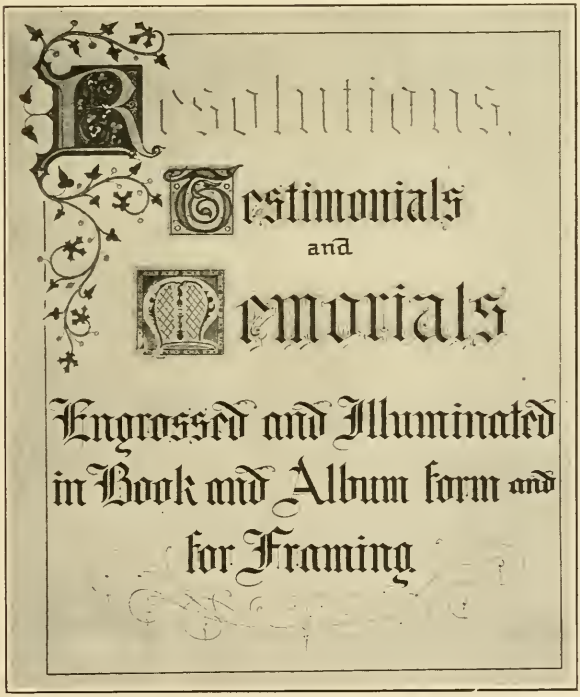
Use the words in the spelling list in the following ways:

1. Give words as speed drills stressing alignment and endings.
2. Use words when teaching separate letters.
3. Prepare one line sentences using these words.
4. Use words for cross practice drills.

Do not call the attention of the pupils to the correct spelling of any word. The spelling of these words is to be taught incidentally. **Repeated writing of words will result in correct spelling.**

These words are to be used as supplementary drills. A variety of practice matter will help to maintain interest in penmanship.

In my concluding paragraph I desire to say that we must base our penmanship practice on compendiums and manuals. The supervisor or teacher who discards writing texts is making a great mistake. Reading, language, and arithmetic texts are needed in every class room and must be used. I would say exactly the same things about penmanship compendium or manual. But one who slavishly sticks to any sort of a text is making a mistake. Supplementary work is needed, but your supplementary exercises must be chosen with some end in view. Why have a child write as a drill a word that offers no difficulty when you can select a word that is often misspelled? Kill two birds with one stone. Correlate spelling and writing.



This piece of engrossing came from the Soule-Strickland Studio, 2221 Land Title Bldg., Philadelphia, Pa. Mr. Strickland is a Zanerian and is doing a very successful engrossing business in the city of brotherly love.

JAKIE, THE JUNK MAN

By C. R. McCANN, School of Business, Hazleton, Pa.

"Rags, Bones, Bottles, Rubber Boots," was a familiar sound heard up and down the streets and alleys of Jakie's home town. It was not all sunshine with him for he had many upsets in a financial, as well as social way. Business did not come as he had expected but that did not deter Jakie—he kept plugging right along. Roses and sunshine do not always go hand in hand in business as many business men have found out to their sorrow.

Sweeney Taunted

"I hear your graduates become rag pickers after they are graduated," came the taunting remark from several of Sweeney's acquaintances who were a trifle jealous of what he had accomplished in all his years in the business school field. It was a chance to "Show-up" Sweeney, as they thought. There are still a few in every village and hamlet who delight in belittling the efforts of those who are trying to do good in this world—make the world a little bit better than when they found it. These remarks did not hurt the feelings of Sweeney because he had heard similar ones in other years.

"I am not so sure you understand this boy as I do, my friend, or you would not talk as you do about him," came the quick reply.

"A boy does not need to go to Business School in order to become a rag picker," spoke the wittiest of the spokesmen.

"Now, let me tell you something about this fellow. He knows exactly what he is doing. He has his course all mapped out. I believe he knows more about his destination than some of those who talk about him. He has a definite goal in life. He knows what he needs in order to attain this goal. His business education will be a big help to him later on—no one ever loses a business education no matter what he intends doing in life. Some fellows wear good clothes and no one ever knows except a few of us where the money ever comes from. If I were you fellows, I would not speak ill of Jakie because you may want to ask him for a job later on in life. Never make fun of a young man because he does not have the nicest position—he may become a millionaire and turn the laugh on you."

Jakie Still Courts Mildred

After his day's work was over, Jakie could be found in company with Mildred any day of the week. It was a queer combination but that is what makes life so interesting. Mildred's grandfather knew Jakie was as good as gold and it did not matter to him whether or not they married.

"How do you like your work now, Jakie?" inquired Sweeney one evening as he chanced to see him.

"All right ,Mr. Sweeney, but my old friends seem to have deserted me and cut me off their mailing list. They don't even want to let their friends know that they ever knew me. It makes my blood boil a little once in a while with some whom I helped through school with their courses. They knew me well enough then but since I am a rag picker, they don't want to know me. I always remember what you used to say to us in class, 'It will all come home to them some day.' When they can use a fellow for what they can get out of him it is all right, but when they have gotten all they need, it is a horse of a different color. I suppose that is the American way of doing things," came the reply from Jakie, a trifle "hot under the collar."

"You must become accustomed to those things. We all have our ups and downs in life and while these fellows are watching you, they are neglecting their own work. In a few years they will be wondering what it is all about, but it will be too late then to cry over spilled milk," drawled the old Principal slowly.

"Yes, Mr. Sweeney, they even make fun of Mildred for going with me. I don't mind what they say concerning me but I'll knock their blocks off if I catch them talking about Mildred."

Jakie stammered and seemed lost for words.

"What have you on your mind, Jakie? You seem to be in a daze."

"I was thinking the other day that if Mildred and I were married, I could get along a lot better. She could help me with my work, but I would not want her to be ashamed of me. I am losing too much time coming over here every evening."

"Mildred and I have talked over this matter several times," calmly answered Mildred's Grandfather. "At first, I thought it was utterly impossible because of your religious differences. There are too many young married people who depend upon the in-laws to support them. Marriage is a funny game. With some it does not mean much, with others it makes all the difference in the world. You have my consent, Jakie, but you must make your own home. Treat her good is all I will ever ask," and the old Principal held out his hand to Jakie, and Jakie knew a handshake was as good as a bond with Sweeney.

"I will treat her right and you will never regret it. My folks object to the marriage, too, but I don't care, I have my own life to live. At first, I was going to take her home with me but since they object, I am going to get a little apartment down here and start with a few rooms. I am going to pay for the entire furnishings. I have saved my money and Mildred has helped me with the books. I'll give her a salary and we'll get along all right. All I'll ask, Mr. Sweeney, is a little advice once in a while from you."

"Jakie, you have wondered why these people ostracized you. It is because your work is dirty. There are many other lines of work that are dirty. Most folks are not used to an educated person working as a rag picker."

"That is just it, Mr. Sweeney, too many people look to see whether or not a fellow's hands are clean, before they will have anything to do with them. Some of those nice white hands are those of a gambler."

"I know, Jakie, no matter what you do or don't do, people will talk about you so the best thing is to forget them and what they say."

And so Jakie and Mildred were married and moved into a little nest that Jakie had furnished and paid for out of his savings and earnings.

When a young man takes his bride to his home, his mother is jealous of her at once. Mother has lost the entire affection of her darling son. Mother-in-law picks out all the flaws in the little bride and before long there is dissention. There is an old saying, "No house is big enough for two families." The same is true when the bride takes her husband home. Mother-in-law thinks son-in-law is not good enough for her daughter and it is not long before she starts bossing both as she did the daughter. The groom stands it for a while and soon tires of it.

It is said that marriages are arranged in Heaven but it is not recorded where the participants shall reside. It does not matter so much about religion if the couple love each other. True love always finds a way.

Some of the social elite elevated their eyebrows a trifle when the news of Jakie's and Mildred's marriage was announced in the papers. However, there is an old saying, "People who live in glass houses should not throw stones." In other words, many of their own children could have done worse than marry Jakie.

Jakie Expands in Business

It was not long until Jakie had a wholesale place of his own. He had the other fellows plugging around the streets for the rags. His business increased until he had several businesses in other towns. One evening Mildred and he went over to Mr. Sweeney's for dinner and among other things discussed was that of an old Paper Mill that was to be sold at auction. Sweeney was heartily in favor of it and had arranged with a banker to let Jakie have some money.

No one thought anything of Jakie buying the old paper mill but when he started to make paper out of the old rags that he collected, everyone thought it was a fine thing. Business grew and grew until Jakie was asked to become a director in a bank. He was the youngest member of the board but that did not bother Jakie very much. It was all a business proposition with him.

After a period of ten years, Jakie was rated in Dunn and Bradstreet's as

(Continued on page 30)

MENTAL MEANDERINGS

(One of Carl Marshall's Last Articles, Written Shortly Before His Death)

From The News Columns

Sending out paper fulminations against human institutions that have been evolved through centuries of civilization has long been a favorite indoor sport with a certain type of iconoclasts who appear to have no better use for their time and alleged brains. In the progress of time, these busy social tinkers have attempted to meddle mischievously and destructively with pretty much everything from morality and matrimony down to English spelling. The latest thing to come in for attack is the Gregorian Calendar. It is seriously proposed to substitute for this time-honored institution a year consisting of thirteen months, of twenty-eight days each, provision being made for sandwiching in, somewhere, the extra day and a quarter that would be left over for each year. Of course the calendar tinkers have worked out what seems to be a very convenient scheme, and one, which, could it have been put into operation some eight or ten thousand years ago, might have saved the human race some inconvenience.

Of course, the calendar reformers can see no reason why their ingenious system should not be adopted forthwith, or as soon as enough people can be persuaded that it is an improvement upon the one that has been fixed in the minds of men by some fifty or sixty centuries of use. Nor are the reformers impressed by the evident fact that the adoption of their new calendar, would reduce to chaos pretty much everything in our systems of law, history, education and religion. Nothing from now on would happen on the dates to which we have been accustomed. We should not know when Christmas would come, or Decoration Day, or the Fourth of July. All of us would have new birthdays, and it would take a mathematician to tell the age of any man who was born under the old system, and is living under the new. No need to worry about the new calendar; it will never happen.

It is announced that there are only eleven men in the United States who really know what Einstein means by his theory of Relativity. If that is true, there is not much need for the rest of us to bother our heads about Relativity. A matter that is so abstruse that only one man in ten million can understand it, cannot be of much human importance, for the things that really matter are the things that the majority of men can understand and use. For my part, I am not interested in the etherial soarers, like Einstein. I prefer men like Edison, Roentgen, Steinmetz, Westinghouse and Miliken who get things **done**, startling the world with actual achievement, rather than puzzling it with fine-spun theories and hypotheses, which no one, probably, not even themselves understand. Edison frankly admits that neither he nor anyone else knows what electricity really is, but that does not deter him from finding out what electricity will DO. If you would know science, go not to the theorists and theory mongers, but watch the men of the workshop and the laboratory.

Mr. John H. Butler, a brilliant young newspaper man who is now a member of the faculty of the San Francisco State Teachers' College, has written a perfectly corking article for Plain Talk, for March, under the caption "What's Wrong With Our Schools?" I have not space here for even a brief review of Mr. Butler's pungent little article, but if you do not read it you are missing a good thing. There are a lot of good people who are fixedly convinced that there are many things wrong with our schools but not many of them are wise enough or just enough to put the blame where it belongs. Most of them are content to throw the blame on the poor bedeviled teacher, and let it go at that. Mr. Butler's answer to his query will help you to see that the teachers are about as much to blame for whatever is wrong with the schools, as is a brakeman or a section hand for the mismanagement of a railroad system. Personally, I have long believed that such failures as there are in the schools, are caused by worse failures of the home. When you find a community with good homes, and where the parents take as much interest in their children as they do in auction bridge and golf, you will find good schools. If you are of the pleasure-seeking variety of parent, you will not feel altogether comfortable when you read Mr. Butler's article. The long and the short of it is that if you see to it that your children do well at home, they are quite likely to do well at school.

A considerable group of European nations have, since the Great War, been impelled practically to abandon parliamentary government for benevolent dictatorships. These have included Russia, Italy, Turkey, Spain and Poland. And now comes Jugoslavia to join the ranks of the countries that are unable to make democratic government work. The trouble is the same in all of them: brutally ignorant populaces misled by scheming, selfish, noisy demogogues. You cannot work Democracy in single harness. You must have its running mate, Intelligence. There is no trouble about parliamentary government in countries like Scandinavia, Great Britain, Holland, Germany and America, where illiteracy is almost negligible. Democracy and orderly government will be safe in any country that looks to its schools, and keeps its public intelligence alive through public libraries and an independent press.

Long ago, some philosopher said that the best government for any country in the world to have is a benevolent despotism. The world has had many demonstrations of this, including the rule of such benevolent despots as Pericles, Charlemagne, Alfred the Great, here and there others, on down to Mussolini. But the trouble has always been to find the despot who was really benevolent, and who cared more for his people than he did for himself. Just now, Turkey is affording a picture of a despot of this kind. Kemil Pasha, Turkey's Dictator, in one brief decade has wrought benefits and reforms for his people that no one who knows the Turks, could have dreamed possible. His latest reform should interest us school teachers. By a simple sweep of his pen, Kemil has abolished the Arabic alphabet with its 482 characters, used throughout Turkey. He ordered put in its place, a Roman alphabet of 29 letters, such as are used in the Western World. The difficulties of mastering this awful Arabic alphabet have been so great that more than three-fourths of all the Turks, who are naturally a bright people, have practically been compelled to be illiterate. Just now almost all of the Turks are, preforce, learning the new alphabet. Since, by law, it must soon go into use throughout the nation. Nearly all of the Turks welcome the change delightedly. Old greybeards, working people and children may be seen on the streets, in the shops, and public places, "learning their ABC's" and using for the task little primers issued free by the Government. It is a phenomeon never before seen in the history of the world, a whole nation going to school all at once. If you would know more about it read the article in the January National Geographic by Maynard Owen Williams, a distinguished author and press correspondent.

ILLINOIS PENMANSHIP CONTEST

Annually in Illinois there is a Penmanship Contest held among the schools of that state. This year the contest will be held on March 13 and 14, in connection with the program of the commercial section of the Southern Illinois Teachers' Association at Carbondale. This penmanship contest is open to all Illinois rural and city school systems and includes grades 4, 5, 6, 7, and 8. Further information regarding the contest can be obtained from Mr. T. L. Bryant, Contest Manager, 500 S. Poplar St., Carbondale, Ill

The above is one of the most beautiful specimens we have ever had the pleasure of presenting in the Business Educator. The girl is Shirley Jean Ives, daughter of Mr. and Mrs. Ives, Glendale, California. She is a grand-daughter of A. F. Stern, accountant of Southern Pacific Railway, Los Angeles, an old time friend of that wonderful pen artist, H. S. Blanchard, who did the decorating and flourishing of the photograph. Mr. Stern has swung a pen himself for many years. He graduated 1895 from the National Pen Art Hall and Business College, Delaware, Ohio, which was conducted by G. W. Michael. It was there that Mr. Stern first saw some of C. P. Zaner's pen work and pictures hanging on the wall. The specimens so interested him that he finally came to Columbus and got acquainted with Mr. Zaner and the Zanerian College. A strong friendship was the result. We thank Mr. Stern for this beautiful piece of work.

Mr. C. J. Argubright, president of the Michigan Business and Normal College, Battle Creek, Michigan, passed away suddenly in his office on December 2, at the age of 59 years.

Before going to Battle Creek he taught in business schools at Helena, Mont., Rock Island, Ill., and Woodbine, Ia. He founded the Michigan Business and Normal College in 1898, and since that time the school has performed a real function in training young men and women for responsible positions in the business world.

Mr. Argubright served as president of the Michigan Private Schools Association for two years. He was a Rotarian and a leader in many civil projects in his home city.

The management of the school has been taken over by Mr. Charles Menz as business manager, assisted by Mr. C. A. Balcomb, secretary.

TABOR COLLEGE ACCREDITED

The Result of Great Efforts

"Tabor College, Hillsboro, Kans., for the first time in its history, is a fully accredited Senior College. The Kansas State Board of Education this year accepts all credits earned for certification so that our college seniors will get their High School Teacher's Certificates directly. For the first time the Kansas State University has approved our curriculum and will accept all credits earned. This is a real achievement, putting us on a basis equal to that of other colleges in the state. This will not only apply to credits here in Kansas, since institutions in other states usually give the same recognition to credits as the state university.

In 1908, when Tabor College was founded, it started with two teachers and about forty students. The courses then offered were mainly of high school subjects. This condition prevailed several years. The first college graduates finished in 1914. The importance of the college was soon recognized and this department, therefore, received the main attention. The Academy was well established and was able to keep abreast with the requirements for its recognition. The requirements for a four-year college had been materially increased during recent years, so that it has required a continuous improvement of facilities and faculty."

GREGG RADIO SHORTHAND CONTEST

The New York City Gregg Shorthand Teachers' Association take pleasure in announcing that in response to an ever increasing public demand, another of their popular Radio Shorthand Contests will be held in cooperation with the Bamberger Broadcasting Service of Newark, New Jersey, over Station WOR, on Thursday, March 20, 1930, at 7 o'clock, eastern standard time.

The contests is open to students, teachers and stenographers. Eight gold medals will be awarded for the best papers submitted in each event. Specially prepared certificates will be issued to all who send in a qualifying transcript. Further details will be announced later. In the meantime, prepare your students for the 80, 100 and 120 words a minute tests.

A beautifully illustrated catalog is hereby acknowledged from the **Minneapolis Business College.** This is one of the large leading business colleges of the country. Our friend and summer school pupil, J. A. Buell, is in charge of the penmanship department. Our readers will recall his articles in the Business Educator on left-handedness.

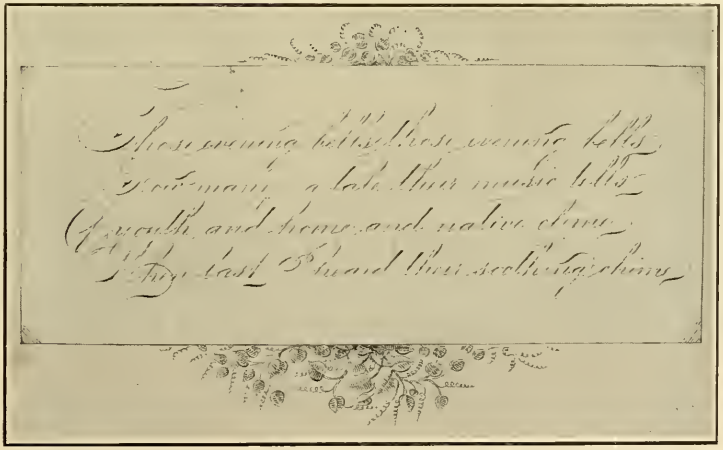
BEACOM COLLEGE GRADUATES CLASS OF 123

J. W. Hirons, vice president of Beacom College, states that 123 students have completed their work. This is a larger number than at any time in the past.

No commencement exercises are to be held, but the students will assemble later for their annual reunion and dance, at which time a graduation program will be planned.

This school has been very successful in securing positions for its pupils in Delaware and surrounding states.

A Zaner signature written many years ago.



This beautiful poem was written and decorated by Harry S. Blanchard, 415 Copp Bldg., Los Angeles, Calif., about 1900. The original was loaned to us by M. A. Albin, 442 Drexel Ave., San Antonio, Texas.

ORNAMENTAL PENMANSHIP

By E. W. BLOSER

Mr. Bloser was considered by penmen as America's finest ornamental writer. The instructions for the course were written by E. A. Lupfer and the copies were sent to us by G. G. Hoole, Glendive, Montana.

No. 6

The capital stem is a thing of beauty when made correctly. Get the shade low and a nice horizontal oval. Study the graceful compound curve. There are many ways of ending the capital stem. The first one in the copy has a snappy appearance. Do not get careless, but swing the arm with plenty of freedom.

Notice where the cap crosses the stem. It forms an oval, then swings into a compound curve. Practice the various styles in the first two lines.

The compound curve shade in "U" requires special care. Do not go too fast on this shade. Study the slant and the way the shade bulges gracefully. In the second "U" notice the spacing in the various sections of the letter. The first stroke crosses the middle of the shade. The top part of the letter is the same size as the bottom.

You must do much careful study if your practice is to produce results.

Miss Edna Marsland of Hartford City, Ind., has recently accepted a position to teach in the Detroit Public Schools.

Miss Abbie O. Giggey has been selected to teach in the Tefft Business Institute, Providence, R. I.

Mr. Elmer S. Johnson of Minneapolis, is now teaching commercial subjects in Blue Ridge College, New Windsor, Md.

"MORE LIGHT IN PENMANSHIP"

By ANNA SHEWMAKER, Supervisor of Writing at Grand Forks, N. Dak.
This paper was read at the North Dakota State Teachers' Association at Minot, November last.

I have been asked to write on the subject, "High Lights in Penmanship," but I am sure that the President of our section will permit me to change the subject to "More Light in Penmanship", not that I am able to bring you more light on this subject, but because I am seeking more and more light in my daily work.

I sometimes think that we are all too easily satisfied by letting easy enough alone.

What are we doing in handwriting? Are we securing lasting results? Are we obtaining results that compensate for the effort put forth? Suppose there is 50 per cent of our junior high pupils in the writing classes using correct position, correct movement, beginning and ending strokes, open loops, good letter forms, spacing, slant, etc., all of which produces good legible writing. Will they give attention to all this when pursuing their daily preparation of written lessons? What per cent will?

There are many pupils coming into our schools from other cities and towns every year, and I find the same weaknesses in them that exist in the ones who have had my supervision for the past twelve years. To be sure, many of them do very much better work than others.

Are we measuring results, are we seeking more light in penmanship?

Writing of Older Men

Have you ever noticed how well some men and women from fifty to sixty, yes, and even seventy years old write today? I am referring to those who have a fair education, many of them have writing that is permanent, always the same, no trouble for them to speedily dash off. My question is, why do not our pupils, say our seniors in high school, have more clear cut, permanent writing of their daily work? Yes, I know many of them do, but is 25 or 30 per cent enough to bring us teachers of writing satisfaction for all the effort that is expended? Can we call it good results?

I have before me a page written by a seventh grade pupil written several years ago. It is one of the best specimens of long hand I have ever seen written by a pupil in any school. This morning I talked with the mother of this girl and asked her a number of questions pertaining to her daughter's writing. She told me that her daughter is now in the university and occasionally assists her father in his office and is doing very good writing. I was interested to the extent that I went out to the university and procured a sample of her writing. This pupil was never careless in any of her work. Always taking pride in all that she did, while on the other hand, we see many extremely careless students. Now, I am wondering if carelessness is not a dominant factor with a large number of our pupils.

Question: How can we get pupils to overcome habits of carelessness in handwriting? I have on my desk at this time the handwriting of a number of famous people. One reads:

"Sincerely yours, Harold Bell Wright, Tucson, Arizona, 1927."

Another is that of Gen. John J. Pershing, the capitals are legible, all the small letters are not. General Pershing is 69 years of age and with all that he has been through we would consider his writing well done.

Now I turn to another, this was written in 1913, and is very legible; the writer is now 77 years old. I imagine I see him penning the lines of "The Man With the Hoe". I am happy to possess a specimen of Edwin Markham's writing. Turning to another I find it a "Mother's Day" letter, written by Miss Anna Jarvis, who I am told is fifty-some years of age. Please permit me to mention one more from my interesting collection of letters from famous people, this one I must not omit. The writing is that of our own North Dakota poet, James William Foley. Mr. Foley writes quite small, and this short poem of "Let's Play" is quite legible.

Teachers, I feel reasonably sure that when these people were in school years ago they were not given the instructions in penmanship that we are giving our pupils today.

A Test

In September last, we handed a sheet of paper to each of our 160 high school seniors to fill out the blank columns. These students did this without any ideal of the real object I had in view, which was to secure a specimen of their handwriting without their knowledge. Have you ever tried a scheme like this or a similar one? Please try it if you are interested.

H. W. James tells us that in 1927 teachers of English composition in accredited high schools graded themes for 35 senior students. Quality of themes is equal, papers differ only in legibility of handwriting.

To obtain these themes of the same quality 35 seniors in high school were asked to write a composition on the subject "The Happiest Hour I Ever Spent."

A senior college class of seventeen students in tests and measurements graded the papers. A composition scale was used and the students graded themes absolutely independently of each other.

The median grade for all the papers was then worked out, and four compositions were chosen that were of the same quality, (using the criterion of the median grade). These four compositions formed the basis of the experimental work. In giving an account of the study the compositions are called A, B, C and D. Uniformity of marking was obtained by using 100 per cent as perfect and 70 per cent for passing, and the compositions were treated as having been written by high school seniors after two months of instructions. To insure against having a greater difference in writing than would be found in an ordinary class, the actual writing of students was used. As judged by the Thorndike scale, the legibility of the poor writing was rated as quality 8 and that of the good writing was quality 14.

Only teachers of senior high school composition in accredited high schools were asked to grade the four composition papers. The high school principals cooperated in the study which enabled the experiment to be handled in such manner that the teachers did not have any idea why they were grading the papers, or that they were to grade them twice. The grades were sent back on the original composition papers, so that the teachers would not have the first papers to refer to when they would be asked to do the grading two months later.

The themes were mimeographed from a stencil in longhand which insured identical papers for all teachers to grade. In changing the handwriting for the second grading all punctuation, capitalization, etc., was kept. The study was protected against all unreliability. The table given here shows the average grade of the teachers grading composition papers of the same quality.

TABLE I

	Comp. A		Comp. B		Comp. C		Comp. D	
Quality of Writing	Good	Good	Good	Poor	Poor	Good	Poor	Poor
First grading	64.53	.....	71.32	.....	66.71	.....	54.72	.....
Second grading	.....	65.51	.....	60.34	.....	72.46	.....	57.28

TABLE II

Influence of Legibility of Writing upon teachers' grades.

Average grade of two themes in good writing.

Average grade of two themes in poor writing.

Average of points which legibility of the writing affected grades.

Result of First Grading	Result of Second Grading
67.92	68.98
60.71	58.92
Average of Points	
7.21	10.06

The table shows how teachers grade papers of same quality, but differ in legibility of handwriting.

Conclusion: High school teachers of composition allow legibility of hand writing to have important influence in determining the grades.

Case I—Our schools are doing fine work intended to insure good penmanship where proper writing surface, proper writing materials, and facilities for taking a proper position are at hand.

Case II—No provision is made in our public schools to take care of hand writing that will be done in later years in school where the writing surface is a table or arm chair and the materials are a fountain pen or pencil and a notebook.

Case III—No provision is made in our schools to provide for training for those who must earn their living by writing standing, such as bank clerks who have proper materials and a good writing surface.

Case IV—No provision is made in our schools to help those, who like sales-ladies, must do great quantities of written work standing with a pad 3½ inches by 5 inches in their left hand and a pencil in their right hand.

Case V—No provision is made in modern instruction in writing to many situations in which the position is informal and writing materials miscellaneous, and in which the writer must occupy his left hand holding a telephone or running an adding machine while he is writing with his right hand.

Research along these lines may disclose the necessity of introducing into our school systems methods of writing that will cover these last four points. So far we know of none.

Teachers: In the research that I am making along lines here mentioned, I have reached a few definite conclusions.

Conclusion I—Too much time is wasted in the practice of push and pulls and ovals.

Conclusion II—The time spent in the practice of push-pulls and ovals would be much better spent in the practice of correct letter forms, words and sentences in the grades, and in the junior and senior high schools in the practice of sentences and paragraphs.

Conclusion III—In education every statement has become a problem of research, which means gathering evidence. Our opinions so far are based on too little evidence.

We are prone to believe and practice what we hope or wish to think is correct. The problem now is "Take nothing for granted".

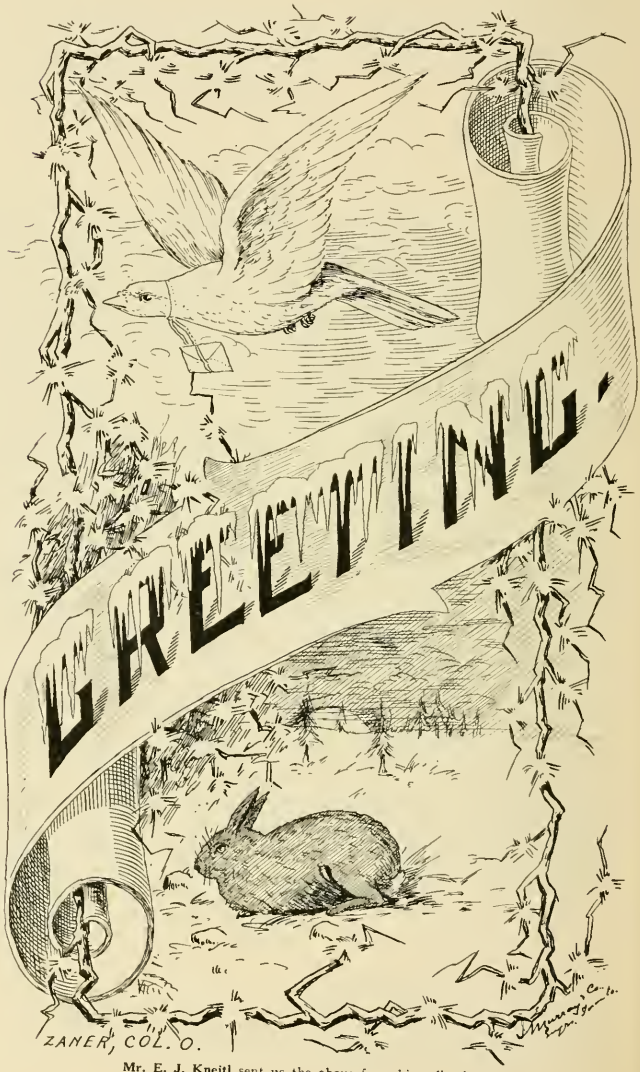
Teachers: We are not yet very far on the road with the subject of "Writing"; we must and are working for more permanent writing. We must do more studying, and more investigating.

In penmanship as in other subjects, we shall get no more out of it than we put into it.

There is a good, a better and a best;
Let us not contented be nor rest;
Until the good is better and the better best.

COVER

The cover page this month was made by Kathleen Lee while a student in the Zanerian College at Columbus, Ohio. Miss Lee came to the Zanerian from Georgetown, Del.



Mr. E. J. Kneitl sent us the above from his collection. It was done by Mr. Zaner some years ago.

Some helpful hints

Fishing Curling Hunting

Swimming Baseball

Badminton Hockey

Walking Skating

Golfing Football

G. R. Brunet.

This specimen was written by G. R. Brunet, Lord Selkirk School, Winnipeg, Canada.

The Value of Large Writing for Beginners in the Elementary Schools

By

(This is the eighth of a sereis of articles prepared by Mr. Bloser in 1928, on the Value of Large Writing for Beginners in the Elementary Schools.)

Blackboard Writing

In the January, 1927, issue of American Childhood is an article entitled "From Blackboard to Pencil in Primary Writing," by Miss Bertha B. Littell, New Haven, Conn., one of Harry Houston's most successful teachers, from which we are pleased to quote:

> Children love to work on the board. It affords ample opportunity for freedom of movement, thus obviating cramped, "pinched-up" writing. The work being large, the errors are more easily detected and corrected. The results are on exhibition and so the child is inspired to do his best and competitive spirit is unconsciously created. Since writing is visible to all, the entire class benefits by corrections and commendations. When correct habits are formed through the use of crayon, the transition to pencil and paper is fairly simple. When the board is used in all written work, it links writing with the various activities of the curriculum in a very vital way. The children realize that writing is not an isolated lesson of twenty minutes a day, something to be forgotten as soon as it is over. Rather it is a period of concentrated training in a form of expression that will aid them in arithmetic, spelling, and language. Children are so liable to think a lesson is a stunt staged by the teacher to satisfy some whim of hers, rather than for their benefit. In addition to freedom and ease, blackboard writing trains for rapidity in expression. A child will usually write far more on the board than he will on paper in the same length of time. This is especially noticeable among the slower children, the ones who are hardest to move.
>
> When smoothness and freedom in writing various words on the board have been developed, it is time to start more intensive pencil work. Letters about an inch tall afford opportunity for freedom of movement. The board work is kept well ahead of the pencil work. Ease and rapidity in pencil work develop and improve constantly, but in the primary grades the value of blackboards cannot be overestimated.
>
> After the children have formed correct habits of blackboard writing, they unconsciously put those habits into practice when they later attempt to express themselves by means of pencil or pen and paper.

Ethel R. Taylor, Keswick, Iowa, in an article on Primary Handwriting in October, 1927, Primary Education, writes:

> When the pupils can write with some degree of ease and fluency at the board, they may begin to make use of the pencil. If ruled paper is used, the lines should be an inch and a half apart to start with. The children should be supplied with big, smooth pencils or crayons, and encouraged to use the same large, flowing script which they have been using at the blackboard.

These two quotations are typical expressions of handwriting supervisors and teachers regarding blackboard writing for beginning pupils. Many more could be quoted.

Are there any supervisors or teachers against blackboard writing for such pupils?

As a beginning in this direction to find out, we asked forty-two well-known supervisors and teachers this question:

> Do you find their work on the blackboard a detriment or an aid in learning to write on paper?

Thirty-seven had replied whe nthis address was prepared and not one was against it. Here are some of the replies that are suggestive of the others:

> I find it a great aid even in grades higher up.
>
> A very great aid to paper work.
>
> A splendid aid in perception of form. Easy to detect errors commonly made.
>
> It is an aid in teaching form and movement.
>
> The children do their work on paper more skillfully after blackboard practice.
>
> An aid, a great aid Here pupils can concentrate almost entirely on the technique of writing.
>
> I have blackboard work done in all grades.
>
> Blackboard writing aids our pupils in writing on paper. Holding the crayon and the proper use of the eraser soon become mechanical to the child. His attention is then given to the form of his writing. When writing on paper he struggles with position, holding of pencil, and writing. If the form is acquired at the blackboard the writing on paper is more mechanical.
>
> I find it an aid as it enables children to write freely from the beginning with the arm skill that they possess when they enter school. It can be made more delightful to children at this immature age than any other process.
>
> Blackboard work is of the greatest value in the first grade for the development of form and freedom in writing; and I have always been of the opinion that it is an aid in writing on paper or I would not have allowed it for over twenty years.

There has been some effort to discredit blackboard writing, on the ground that it does not train in the "true writing movement." However, we believe that practically all of the most capable teachers and supervisors are thoroughly convinced that large writing, whether done on the blackboard or on paper, is the "true writing movement" for beginners.

Why This Answer?

No attention would have been paid to the attack had it not been intended to discredit a strong feature of the writin gbooks published by the Zaner & Bloser Company,—the Freeman Correlated and the Zaner Method,—and that before the National Association of Penmanship Teachers and Supervisors.

It was, of course, intended purely and simply as propaganda for a well known method of handwriting and to injure our books.

Whether it was the appropriate place for such a promotional effort and to make an attack on another method is, of course, something for that organization to decide.

We should not appear in the role we are now taking were it not necessary to defend ourselves; but in stating our convictions that large writing for beginners is far superior to the small, adult size we have done so without going out of our way to include subjects other than those brought before us by the accuser.

Large Writing the Result of Research

When C. P. Zaner and E. W. Bloser brought out a series of writing books for the elementary schools in which they first incorporated the idea of large writing for beginners this was not done because they wished to do it, for they were not certain how such an innovation would be received generally. Had they consulted simply their wishes, they would have perpetuated the old copy book plan of small writing for beginners, as is now done by other publishers who advocate small writing for such pupils. However, Zaner and Bloser believed that the child's interests deserved first consideration in the preparation of such books. Then only after years of study, experience in the school room, experimentation, consultation with child-study specialists, school superintendents, handwriting supervisors and teachers, was the idea offered to the schools. So fully convinced were they of the soundness of the idea pedagogically and hygienically, safeguarding the child's interests to a greater extent than any other plan, that they were willing to take their stand in its favor and risk their all on it, rise or fall, as the case might prove. The hygienic value was not overlooked or disregarded and school officials readily recognized its value. Now it is gratifying to be able to state that the idea has been approved very generally by educators and handwriting supervisors and teachers. Approval rather than opposition has come from them. What opposition there has been has come from another publisher.

DESIGNING AND ENGROSSING

By E. L. BROWN,
Rockland, Maine

Your attention is now called to a style of letter suitable either for brush or pen work and one that has many practical uses. One of the purposes for which this style is especially adapted is for lettering posters—where legibility counts far more than steel plate accuracy.

Rule lines to regulate height of letters one inch or a little more apart, then pencil the letters very roughly, only for the general form and character. Use Zanerian ink and Esterbrook's drawing and lettering pen No. 2, which is about the width of the thin part of the letter. The thick part of the letter will require two strokes of a number two pen. Aim for uniform and well proportioned letters. The relief line on the letters adds a certain degree of finish, especially when a pale tint is used for this purpose You will often see some very effective window cards especially in the larger cities—and there is a good demand for this class of work.

The initial "A" is rather an effective sketch in line and solid black, representing a winter scene. Aim for simple direct handling and the result will be more satisfactory. This design must be carefully drawn in pencil before the pen and ink work. The design is a copy of one of our linoleum block prints which we have been making for greeting cards.

Criticism and suggestions are yours for the asking—let us hear from you.

E. F. RICHARDSON

Professor Richardson passed away December 30th at Baptist Hospital, Louisville, Kentucky, from high blood pressure.

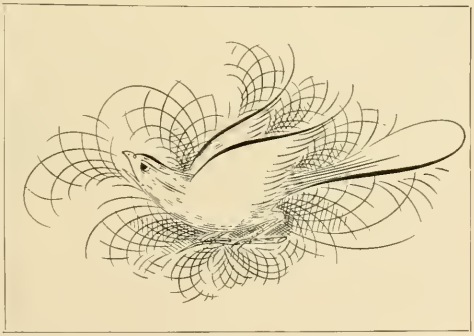
Mr. Richardson has been in the penmanship business for many years. His skill has been admired by penmen in every section of United States.

The Platt-Guard Business University issued a very attractive catalog printed on highly enameled paper of colored stock. The catalog is very interesting and is well illustrated with scenes of the school, churches, and athletic clubs.

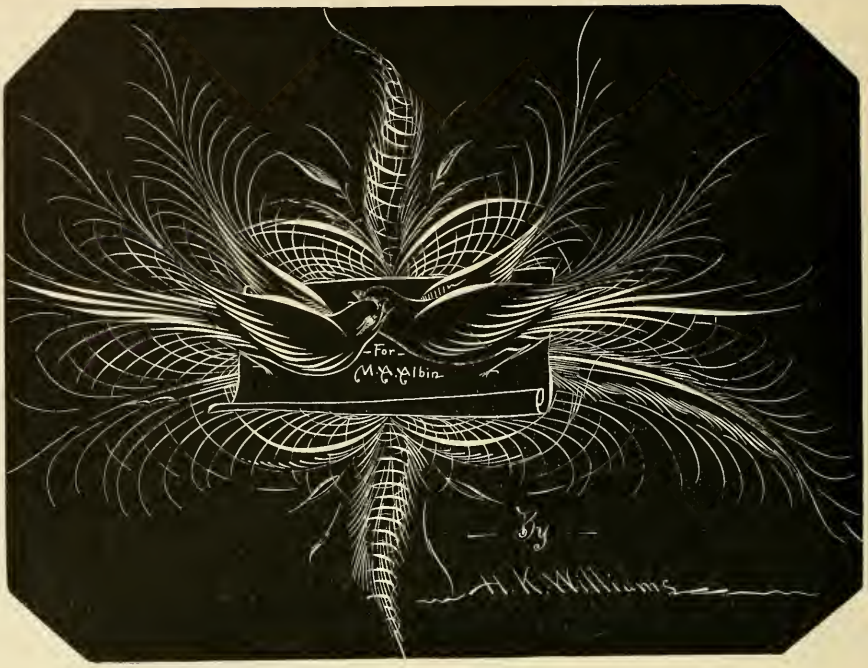
Mrs. Ethel V. Benson of Waverley, Mass., is a new commercial teacher in the Billerica, Mass., High School.

Melvin Croan of Garnett, Kansas, is a new teacher in charge of the Advanced Dictation Department of the Central Business College, Kansas City, Mo.

This envelope came from C. A. Barnett, Supervisor of Handwriting in the Cleveland Public Schools. Notice the bold, strong shades. Envelope addressing of this type is very good advertising.



This flourish was made by Captain F. O. Anderson of the Salvation Army, Rapid City, South Dakota.



This most excellent flourish was produced by H. K. Williams, who is a very close friend of Mr. M. A. Albin, 442 Drexel Ave., San Antonio, Texas, the gentleman who loaned us the original. Mr. Williams is one of the most outstanding flourishers in the United States.

JAKIE THE JUNK MAN

(Continued from page 20)

a millionaire. He was living on easy street and Mildred was having all the comforts of life her heart could wish. Nothing was too good for her according to Jakie.

As is the case with many who acquire riches, they want to donate something that will be a memorial to them. Jakie wanted to endow the Sweeney Business School but Mr. Sweeney had other ideas.

"What? Do you want to let people know that I can't make my school self-supporting?" came the fiery retort from the old Principal when Jakie approached him on that point.

"I can make my own way in business, Jakie, even if you are married to my granddaughter. I know a lot of these colleges would be tickled to death to grab an opportunity like this but not with Sweeney. We do not need the frills and fancy work of such a school. Let the high-brow colleges work that way — we get results — let them have the experimenting. An endowed college always suggests to me the lack of good business management. If a college can't support itself, there is something wrong somewhere."

And people are still debating whether Jakie made Sweeney or Sweeney made Jakie.

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The Heading

The heading on page 7 this month was made by Mr. A. L. Fischer, Fischer-Good Studio, 1011 Chestnut Street, Philadelphia, Pa.

C P A

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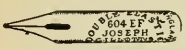

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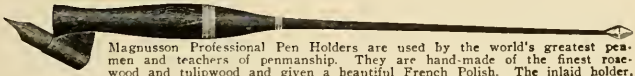

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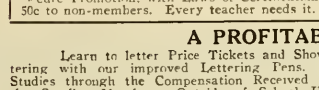

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QRRSSSSTUVWXYYYZ

Round Hand ✣ Engrossing Text ✣ Medieval

Lettering by Takeo Okada, Honolulu, Hawaii, who is a student of the Business Educator. We shall be glad to see what other students and penmen are doing. We are not able to publish all of the fine specimens received, but will be glad to publish more of this kind of work from various students and penmen.

John S. Griffith surprised us with the beautiful bird which you see above. It was flourished on black cardboard with white ink. The original was even more delicate and charming than the reproduction for some of the white lines were so delicate that the camera could not catch them. Mr. Griffith is with the Englewood Business College, Chicago.

BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to enable our readers to determine their value.

A Course in English for Engineers, by Carl A. Naether, Associate Professor of English, University of Southern California, in charge of Instruction in Business Writing. In collaboration with George Francis Richardson. Published by Ginn & Company, Boston, Mass. Cloth cover, 330 pages.

This book fills the existing need for a thorough course in English for engineers. It places emphasis on the forms of speaking and writing most needed professionally by the engineer, yet it is not narrowly technical and will be found helpful for business students as well. The text distinguishes clearly and forcefully between the different styles of composition and a wealth of interesting specimens illustrate each style. The appendix contains the technical details of composition. It is a text which will inevitably prove a genuine aid to the engineer striving to improve his writing, whether he be a student or an expert in the field.

Principles of Modern Bookkeeping, by Julian H. Saypol, B. C. S., C. P. A., Alexander Hamilton High School of Commerce, New York City, Associate, American Institute of Accountants. Published by the H. M. Rowe Company, Baltimore, Md.

New! A Simplified Balance Sheet Approach. Here is a new book for beginners in high school written entirely from the high school point of view. The instruction is simple and direct, and it is broken up into short units. There is a wide variety of problem work.

Business papers are introduced in their logical sequence, and they are illustrated in color. All bookkeeping "rules" have been eliminated, and the student is led to draw his own conclusions. The standardized commercial forms recommended by the United States Department of Commerce are included.

A detailed Teacher's Manual is supplied free when the text is adopted for students' use.

The Way to More Productive Selling, by Charles C. Casey, President, Work-Organizer Specialties Company; General Manager Sortergraf Company. Published by McGraw-Hill Book Co., New York City, N. Y.

In this book Mr. Casey has developed a new approach in training men to sell more effectively. Primarily the book is intended for the experienced salesman with several years of actual sales work in back of him.

It is a readable book, interesting in style and well illustrated with pen and ink sketches which present graphically significant selling situations. It shows the best ways to work a territory and get the maximum in profitable sales from it. It shows the salesman how to arrange his work so that more time may be spent in selling and less in traveling, waiting and prospecting.

How to build a sales campaign around each prospect, the unusual ways of handling various types of prospects and efficient methods of conducting the interview, are clearly explained and illustrated.

The book is designed to help experienced salesmen to secure a larger volume of sales at a higher margin of profit.

Fundamentals of Bookkeeping and Accounting, by S. Bernard Koopman, M. S., M. C. S., and Roy B. Kester, Ph. D. Published by The Ronald Press Company, New York City, N. Y. Cloth cover, 404 pages.

Two features distinguish the present-day teaching of bookkeeping from that generally followed even as recently as ten or fifteen years ago. These features are:

1. The class method of instruction.

2. The balance sheet or equation method of approach. Both of these are in accord with developments taking place in educational method and attitude. The critical examination, to which most courses in the curriculum of the grammar and high schools have been subjected, has been productive of much good. A great deal of waste effort and lost motion has been eliminated and courses have been comparatively evaluated on a sounder basis.

In this revised edition of "Fundamentals of Bookkeeping and Accounting," among the more important features may be mentioned: (1) a more rapid development of the basic principles, resulting in an earlier introduction of the student into the actual work of record making; (2) a simpler treatment of some of the more difficult phases of the subject, such as, for example, deferred items and accruals; (3) a wider latitude in the selection of practice material, many optional problems being given.

Practical Art Lettering, A Treatise on the Easy Construction of the Symbols of the Alphabet, by E. G. Lutz, author of "Practical Drawing," etc. Published by Charles Scribner's Sons, New York, N. Y. Cloth cover, 193 pages.

Lettering in recent years has become one of the most remunerative fields of work for artists. There is a wide and constantly growing demand for artistic lettering wherever letters are used, in modern business, in advertising, in window signs, in book and magazine covers, in type faces, and in many other ways. "Practical Alphabets" sets forth clearly the principles of lettering. It is a simple and practical guide that leads the beginner by easy steps to a knowledge and mastery of this important branch of art. The contents include chapters on Skeleton Letters, Proportions and Constructions of the Letters of the Roman Alphabet, Pen-Made Letters, Black Letters, French Ronde and Similarly Pen-Made Letters, Mediaeval Letters, Variations of the Roman Alphabet, and Block Letters.

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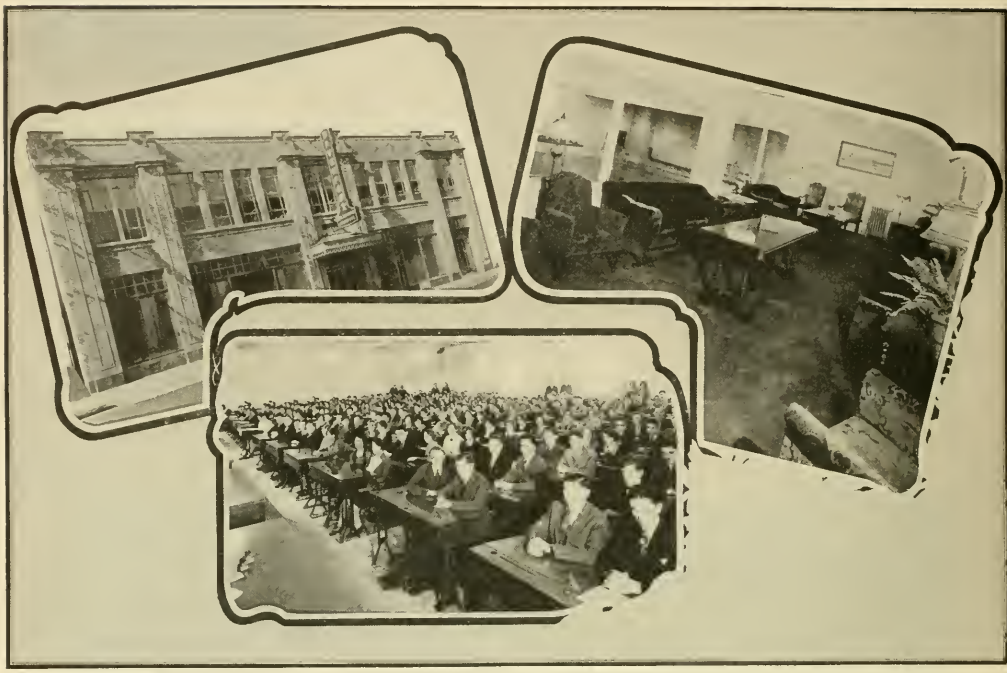
This flourish was made by F. B. Courtney, Detroit, Michigan. The half-tone was made from a photograph which accounts for the lines not being quite so clear. Nevertheless, it is one of the finest flourishes we have seen for some time.

A MODERN COMMERCIAL COLLEGE



The above is a reproduction of three scenes of the new **Davenport-McLachlan Institute, Grand Rapids, Mich.** This is a fine, beautiful building, completely furnished with new and up-to-date equipment, including Zaner-Bloser text books. The present location affords an atmosphere of privacy, quiet, and dignity which encourages study and reflection and the development of those virtues which are always a part of good breeding and an essential part of character-building. The present surroundings are distinctly educational.

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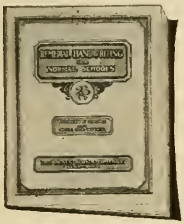
REMEDIAL HANDWRITING FOR NORMAL SCHOOLS

— by —
ALONZO F. MYERS
— and —
NELLE SLY WARNER



This 56-page book is intended for use by normal school students and teachers in service who wish to bring their handwriting up to the required standard for teachers. The material in this manual has been successfully used in the Ohio University, Athens, Ohio. Its success there prompted the publishers to make this material available to all teacher training institutions and teachers in service. A copy of this new book will be sent you postpaid for $1.00. One dozen copies, $9.00 f. o. b. Columbus, Ohio.

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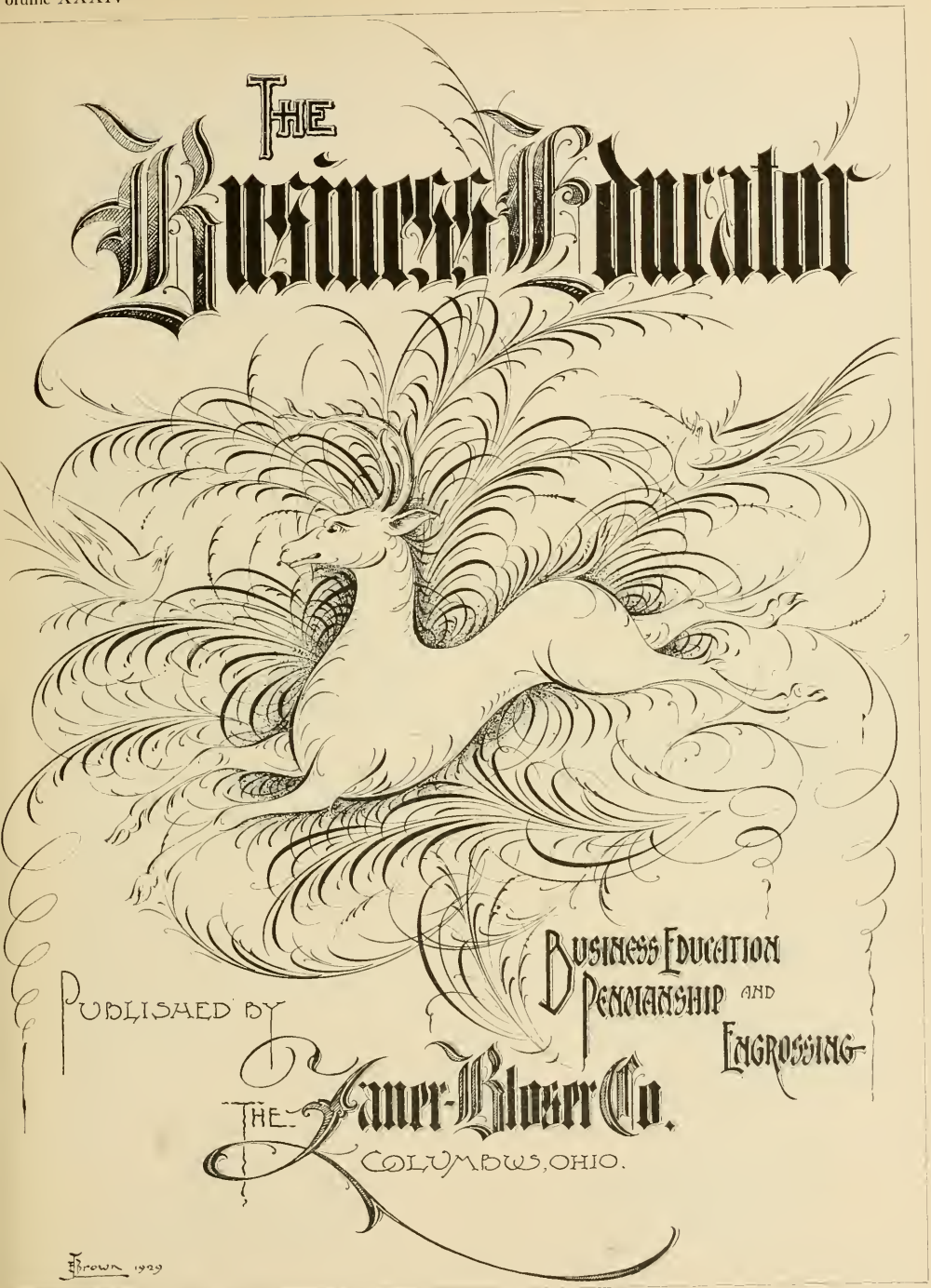

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VISIONAL METHOD FOR DOUBLE ENTRY BOOKKEEPING

A Practical Progressional Illustrative Course for Individual and Class Instruction

By FRANK BROAKER, C. P. A.

Through whose efforts was obtained

The First Legal Recognition in the United States of Accountancy as a Learned Profession
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FOREWORD

It has been claimed by educators, professional and business men that a practical knowledge of how to keep one's accounts and also be qualified to understand the accounts submitted by others is a most important requisite, nevertheless "the existing methods of bookkeeping instruction are neither adequate nor satisfactory to fully meet the requirements of business or educational institutions of recognized standing."

Bruno Lessing writes:—

"Must we learn rapidly? Must we read quickly? Attempting to learn rapidly ends in learning nothing at all. Reading quickly prevents us from absorbing what we read and is, therefore, a waste of time. Instead of trying to cram the contents of a dozen books into our brains in a dozen days, why not read good books leisurely, and pause to think and investigate and check up?"

In another article Trade Schools were discussed with Henry Ford:—

"What is your main educational principle?" I was once asked. Ford replied, "Whether I believe in 50 per cent theory and 50 per cent practical application, or some other proportion. I replied that I believed 100 per cent theory and 100 per cent practice. To get the one completely you must completely get the other also." Theory without practical application is futile. Practice without theory may be useful, but it is intellectually barren." "Work done without an intelligent understadning of its underlying principles becomes meaningless. It makes a mere machine of the worker." "I derive more delight from intelligent workmen than from mere machines."

An article appeared in a magazine:—

"Experiments by Professor H. E. Jones of Columbia on College methods of instruction show that the lecture system is frightfully inefficient. Students were tested for what they remembered of a lecture immediately after the class and again two months later. It was found after two months the students had forgotten two-thirds of what they could give at first, and that on the average they then retained less than one-quarter of the essential points emphasized by the lecturer. Much of what was supposed to be imparted in the classroom is soon lost and what remains gradually diminishes. It would require the infinitesimal calculus to calculate how much of all the student has read and heard during the past four years, he retains, when he is handed his diploma. Obviously little of the learning that has been laboriously poured into his ears and eyes, but only so much as he has made part of his mental structure through habit and use—in short, not what he has acquired, but what he has experienced."

"As for mere information, it is cheapest to procure it just before you are going to use it, like any other perishable commodity. But you should have learned in advance how and where to get it when you need it."

This "Visional Method" is presented for a practiral training in advanced double entry bookkeeping and elementary accountancy, having for its purpose a development in the student of critical concentration to insure a proficiency of 100 per cent theory and 100 per cent practical and lasting results.

It has been designed as a compendium for both individual and class instruction:—requires only moderate direction and supervision—relieves the teacher and student from mental strain—corrects the habit of asking unnecessary premature questions by affording a direct reference to the requirements while working—co-ordinates the theoretic reasons by visionally showing where and how to place each fact—all books and forms are bound together in two (contra) instruction portfolios and so arranged as to obviate the use of separate books and loose forms, thereby lessening the confusion in selecting the desired book or form which saves that lost time and mechanical motion which distracts and disconnects the mind (when reasoning) from the subject—provides a Directional Guide with simple instructions of procedure in consecutive and progressive order—offers an interesting, unfailing examination test to induce a critical review and rating of the work of another by a (contra) class associate.

The subjects of Theory and Mercantile Law are submitted to serve as a standard reference guide for the accountant, banker, business man and student.

If this *"Visional Method"* of training—"When reading *work*—when working, *see,"*

Will teach men *to be*, not seem, and
Demonstrate what they *can do*, and
Not what they can conveniently memorize,
My efforts have not been in vain.

THE AUTHOR.

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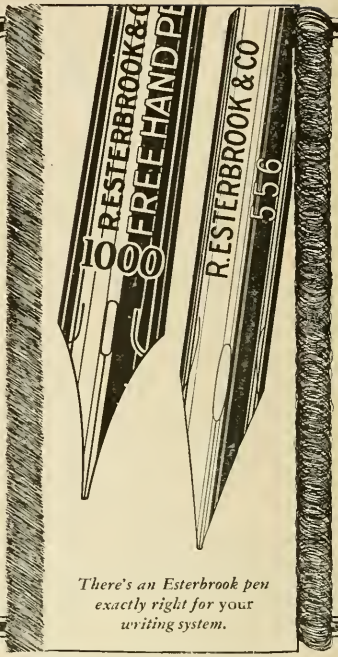

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Ready May 1, 1929

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2. The rules are more simple, direct and definite, and abundant drill is provided for each. In harmony with modern pedagogy, the rules have been relegated to their proper place—in the background of the learning process of a skill subject.

3. The principles are presented in 12 chapters, instead of the 20 lessons appearing in the present Manual, making possible a marked reduction in the time of learning. Measure this economy in dollars and cents to the hundreds of thousands who annually study shorthand. Prefixes and suffixes have been considerably reduced to conform to the findings of our scientific research, and are introduced in the order of frequency.

4. Each chapter is subdivided into three short logical teaching units. The reading and dictation material has been more than doubled. The book contains 36 pages of graded business letters and sentences in shorthand and 12 pages in type to furnish constructive practice.

5. The pedagogical organization of the book is greatly enhanced by the use of larger type and a bolder, more easily read style of shorthand than is employed in the present Manual.

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Mr. Savage is a professional penman and teacher of national reputation and will add much to the Zanerian Summer School.

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The Zanerian College of Penmanship

COLUMBUS, OHIO

THE BUSINESS EDUCATOR

Penmanship & Business Education

Volume XXXIV COLUMBUS, OHIO, APRIL, 1929 No. VIII

THE NATIONAL ASSOCIATION OF PENMANSHIP TEACHERS AND SUPERVISORS

MISS A. LUCILLA McCALMONT, President, Utica, New York

Plan now to attend the best meeting in the history of the N.A.P.T.S. at Hotel Statler, April 24-25-26, Buffalo, New York. Every member has cooperated to the end that the outlook for the Buffalo meeting may be spoken of in superlatives.

PROGRAM

The program prepared by the Executive Committee of which Miss Luella Chapman of State Teachers College, Buffalo, is chairman is second to none. The addresses will be inspiring as well as practical. Can you afford to miss this opportunity for inspirational and intellectual refreshment which can be secured only through contact with fellow-members.

VISITING DAY AND EXHIBIT

Under the direction of Miss Clara Emens, Supervisor of Penmanship, Buffalo Public Schools will be visited.

Under the direction of Miss Mary Everts the exhibit will be assembled, and the Niagara Falls Public Schools visited. Be sure to submit an exhibit of work from your schools. Let us make this the most comprehensive exhibit ever displayed.

TRIP TO NIAGARA FALLS AND BANQUET

For merry making there will be a trip to the incomparable Niagara. The banquet should be remembered, too!

RAILROAD RATES

On presentation of 150 certificates the railroads will offer reduced rates of a fare and a half for the round trip. At the time of purchasing your railroad ticket ask the ticket agent for a certificate which he will fill out. This certificate should be presented to secretary Furry at the time of the meeting. No matter how near you live to Buffalo be sure to secure the certificate for presentation to the secretary at the meeting. It may not make a marked financial difference to you but it will mean much to those who travel great distances. Let us have at least 150 certificates.

HOTEL RATES

The headquarters for the Association will be Hotel Statler, at which all meetings will be held.

Desirable rooms may be secured for from $2.00 up.

It will be well to make your reservations now.

MEMBERSHIP

To date, March first, 613 members had paid their dues. In September a membership committee was appointed in every state in the Union. With four exceptions to date every state is represented in the enrollment of the organization. Committeemen under the efficient direction of Secretary Furry have worked faithfully and enthusiastically. There has been a remarkably fine spirit of cooperation and enthusiasm manifested on every hand.

If you have not joined, do so now. Write Miss Myrta Ely, Madison School Tenth & Minnesota Streets, St. Paul, Minn.

SURVEY OF NORMALS COMMITTEE

The work undertaken by Mr. G. G. Craig of State Teachers College, Bowling Green, Ky., and his Committee, relative to securing the proper recognition of the subject by higher institutions of learning, —i.e.—giving of credit for penmanship, will when carried to a successful completion, be the most important step that the Association has ever taken.

INVESTIGATION AND RESEARCH COMMITTEE

The work of the Investigation and Research Committee headed by Mr. John G. Kirk of Philadelphia, relative to a Curriculum Study of Junior High School Penmanship will have a far reaching effect when called to the attention of the proper educational authorities.

This organization is a power for the advancement of practical handwriting and steps like the above mean that proper recognition in way of credit will eventually be given to teachers who give their time to the study and practice of handwriting.

COME

Again—be sure to attend! Let us come in sufficient numbers to add our enthusiasm to that of others who will travel great distances to greet us. The success of the ensuing meeting depends upon a continued working together and a genuine interest of all members. There has been intelligent cooperation and the result will be a worthwhile accomplishment.

THIS IS YOUR ASSOCIATION. YOU WILL GET OUT OF IT EXACTLY WHAT YOU PUT INTO IT, YOU WILL RECEIVE WHAT YOU EXPECT, IT WILL BE WHAT YOU HELP TO MAKE IT. BE IN BUFFALO, APRIL 24-25-26.

Dear Fellow Teachers and Supervisors of Handwriting:

Do you want to know the latest
In the writing game?
Need a little "ginger"—
Methods getting lame?
Like to hear your neighbors
Tell what they have done?
Want to hear sage wisdom
Shot by some "Big Gun"?
Need to have some arguments
Ready for the "crank"?
Like to help your subject
Keep its rightful rank?
Want to feel you're one of us
With every right to brag?
Then come along to Buffalo
And help us fly our flag!
1000 members—1929!

SARA K. MUNN,
Supervisor of Writing,
Davenport, Iowa.

THE COVER PAGE

It would be difficult to find an issue of the Business Educator during the past quarter of a century in which there was not a beautiful specimen of engrossing or other pen work by E. L. Brown, the penman and artist of Rockland, Maine. Mr. Brown has been one of the most dependable contributors to our journal. His work is always on time, and is always interesting, instructive and artistic. His cover page this month is decidedly different from anything which he has submitted recently, and we believe our readers will agree with us that it is one of the best examples of this kind of work published for some time.

THE BUSINESS EDUCATOR
Published monthly (except July and August)
By THE ZANER-BLOSER CO.,
612 N. Park St., Columbus, O.
E. W. BLOSER - - - - - - - - - - Editor
E. A. LUPFER - - - - - - Managing Editor

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The BUSINESS EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

MODERN HANDWRITING
CORRELATED WITH COMMERCIAL SUBJECTS

By E. A. Lupfer, Zanerian College of Penmanship, Columbus, Ohio

No. 3

PENMANSHIP AND ENGLISH

Penmanship without good English is of little value, and English expressed in illegible handwriting is worthless.

Teachers of the two subjects need to cooperate. When they do, better results will be secured.

Why let pupils hand in language work in a scrawly, illegible fashion? The sooner we realize that there are other important subjects besides our own the sooner we will become real teachers.

Penmanship is a useful tool for expression when enough care is used to make it legible.

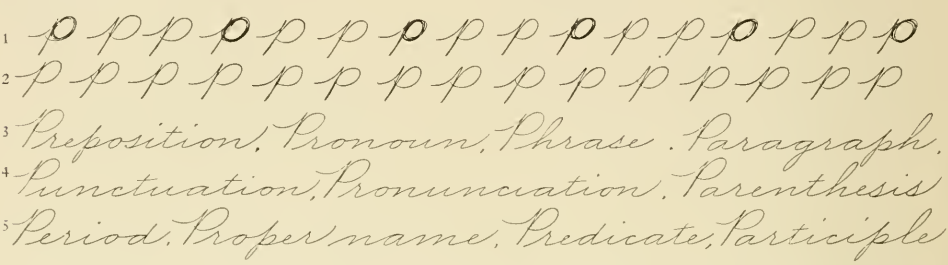
Intelligent Study and Application

If you would be a good penman, study good penmanship and do your best at all times.

You must study good English and use it on every occasion to be a good linguist.

Copy 1. The oval of "P" needs careful study. Retrace the oval in "P" six times, using a free, arm movement. By alternating exercises and letters the movement is carried over into the letters. Make the letters and exercises at the same speed. Avoid shaky lines by getting a free movement.

Copy 2. Keep the oval on "P" small and about one half the size of the entire letter. Avoid points on the oval. Curve the beginniog stroke.



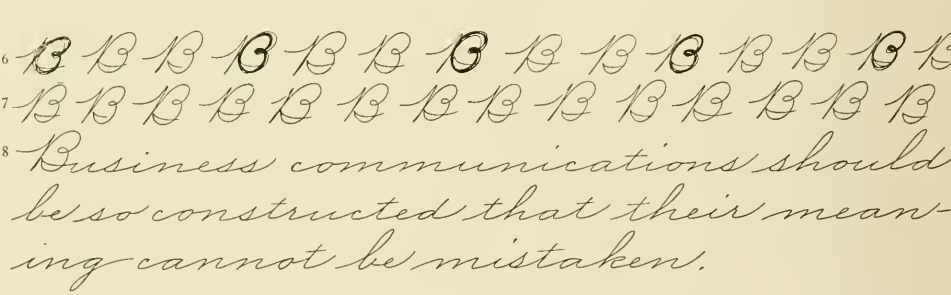
Copies 3-4-5. See who can hand in a page with the largest number of English terms beginning with "P". Use the above words in sentences. Make good "P's" and see that all small letters are neat and legible. Use arm movement. The fingers hold and direct the pen.

Do you know the meaning of these words?

Copy 6. Special care must be given to the ovals in "B". Practice the exercise, then the exercise with letters.

Copy 7. Make fourteen letters to the line. Stop on the bottom oval before making the final stroke. Top and bottom ovals should be the same width. The ovals should be upright, not horizontal. Test yours by completing the ovals.

Copy 8. Have the English class write appropriate sentences to be practiced in the penmanship class. Watch the general appearance of the page. Grade the Handwriting from the papers in the English class.



Copy 9. Retrace the stem of "R" six times. Make letters and exercises at the same speed. Practice all of the letters which begin like "R".

Copy 10. The oval and finish need much attention. Demonstrate at the board the movement used in making "R". Should "R" be closed? What other letters end like "R"?

Copy 11. Children whose parents aod associates use good English have little trouble in using correct language, but those who hear and use incorrect speech develop habits which are difficult to break.

It is important in penmanship to practice in the correct maoner. Position, penholding, materials, copies and manner of practicing must be good or bad habits may develop.

9 R R R R R R R R R R R R R R R
10 R R R R R R R R R R R R R R R
11 Repetition fixes good and bad habits.
Practice intelligently and persistently.
P.B. Rightmire and B.R. Penman

Copy 12. Retrace the loop six times before coming down straight to the base line. The straight line exercise helps to get a firm down stroke.

Copy 13. If you master this exercise it will help you in getting the last part of "H" curved at the top.

Copy 14. Curve the beginning stroke in the loop in "H". Come down straight to the base lines, stop and then raise the pen. Curve the second part at the top and end gracefully and about the same as in "i".

Copy 15. After writing this copy test the slant by drawing lines down through the down strokes. Get uniform size and spacing. Avoid pressure on down strokes.

2 i i i i i i i i i i i i i i i i i i
3 H H H H H H H H H H H H H
4 H H H H H H H H H H H H H
5 Handwriting should be neat and
legible. H Homonyms Hyphen

Copy 16. Practice the subject and predicate in this sentence alone. Watch spacing and size. Many get the spaces before loops too wide.

6 Hoover took the oath of office on the
fourth day of March.

Copy 17. At the board demonstrate the movement used in this exercise. Show the similarity between "K and H". Ask the class for a reason for practicing this exercise.

Copy 18. "K" begins like "H". The second part begins with a curve like "H" and ends like "R". Tie the two parts together. Watch the compound curves and the width of the letter.

Copy 19. You can make only the forms you can see clearly. More study of form and movement will help to shorten the time required to master penmanship.

Home work: Write a description of the movement used in making "K".

7 K K K K K K K K K K K K K K K
8 K K K K K K K K K K K K K K K
9 Know good forms and movement.
M.H. King uses correct English and
writes beautiful penmanship.

Copy 20. Roll along in this exercise with a free movement. Pull toward the center of the body. Move the paper several times. Down strokes should be light.

Copies 21-22. Get even spacing, uniform slant and each section the proper height. End upward like "i". Make not less than twelve "M's" to the line.

Copy 23. Work on single words is excellent practice. Always have something definite in mind to improve. It may be slant, height, spacing, turns, angles, retraces or some other little detail.

20 Mmmmm Mmmmm Mmmmm Mmmmm

21 M M M M M M M M M M M M

22 N N N N N N N N N N N N N N

23 Message Memory Memorize Margin
Messrs Mr Mrs. Miss Nouns. Names

Copy 24. See how many words can be added to this list and also see how well you can write them. Watch your ending strokes and dots over "i's" and "j's". Some dots in the copies this month did not engrave, but you should dot carefully every "i".

24 Adjectives are often formed by adding a suffix to another part of speech:

Boyish	Childish	Elfish
Rocky	Delightful	Mannish
Brutish	Hopeful	Wooden
Handsome	Oldish	Hardy

Copy 25. The more thought and effort you put into any subject the faster you progress. A few minutes could profitably be spent in discussing the proper way to practice.

25 "Intelligent Practice Makes Perfect". We learn by trying over and over again. Each time we try to do a little better.

Copy 26. Reread the instruction on position. The teacher should correct each day any faults in position. All should have an easy position which will permit the best results. There may be slight variations from the position described in a former lesson.

Position

26 One must always take the right position by sitting well back in his seat.

Do you hold your penholder lightly?

Place hand so that it rests on the nails of last two fingers.

Please do not let hand turn over on its side.

Copy 27. Write the following six sentences, using the correct form of the pronoun. Give your reason for your choice. Compare your work with the copy to discover the weakest points which should be strengthened. Frequently refer to the exercises and copies previously given for individual letters. Do not hesitate to make a page or more of a word or letter which gives you trouble.

27 Fill in the correct form of the pronoun:
Paul, Harry and (me, I) go to school.
Each one should do the best (they, he) can.
Do you know that it is (she, her)?
Between you and (I, me), I like him.
Ray and (I, me) were called to the office.
Certificates were given to Kate and (she, her)
May Ned and (he, him) try again?

Copy 28. Make a page of this copy watching margins, spacing, size and slant. Exchange papers and criticize each others papers.

28 A written statement from the standpoint of English should be accurate, clear and concise. From the standpoint of Handwriting it should be legible, free and neat. It should be so worded that its exact meaning cannot be misunderstood, and be so written that each letter can be read with ease

Copy 29. In writing the following list of words practice upon the combinations which are most difficult for you. We have suggested some of the most common difficult combinations.

Home work: Use the above words in sentences.

29

Present	Past	Past Participle
come om	came ca	come ome
ring ri	rang ra	rung ru g
sing si	sang sa	sung su s
give ve	gave ga	given gi v
know kn	knew ew	known k ow
awake wa	awoke ke	awaked ked
bring br	brought ou	brought ght

Copy 30. Fill in the correct word "who or whom" as needed.

30 Ralph is a person _____ I always trusted He is a person _____ I know to be trustworthy. A man arrived _____ I knew was a penman. A boy has been found _____ can write good enough for the position.

Copy 31. The teacher should add to this list of words if needed. In criticising the students' work the teacher should be very careful in offering suggestions.

Irregular Comparisons

31

Positive	Comparative	Superlative
bad	worse	worst
little	less	least
much	more	most
good	better	best
many	more	most

LESSONS IN BUSINESS WRITING

By Flossie G. Cain, Supervisor of Handwriting, Rocky River, Ohio.

Send 15 cents in postage with specimens of your best work for criticism.

VIII

Out Of The Night That Covers Me

Out of the night that covers me,
Black as the Pit from pole to pole,
I thank whatever Gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced or cried aloud.
Under the bludgeonings of chance
My head is bloody, but is unbowed.

Beyond this place of wrath and tears
Looms but horror of the shade,
And yet the menace of the years
Finds, and shall find me unafraid.

It matters not how strait the gate,
How charged with punishment the scroll.
I am the master of my fate:
I am the captain of my soul.

Henley.

This month we will practice again on sentence writing. Work on one sentence until you feel that it is written in the best writing of which you are capable, before attempting the next exercise. Write the sentence several times, then look it over for weak points. Practice on such places until you have mastered them. Then rewrite the sentence.

The aim this month should be not only to make good letter forms and well written words, but to write a sentence which will make a good appearance as a whole.

Are your upper and lower loops the same size and shape?
Are your letters uniform in size and slant?
Are the spaces between letters uniform?
Are the spaces between words uniform?
Are you letting your arm roll freely on the muscle, and the hand slide on the nails of the third and fourth fingers?
Are your wrist and the side of your hand free from the desk?
Does your penholder point over your right shoulder?

1 Victory belongs to the most perservering.— Napoleon.

2 Quarrels would never last long if the fault were only on one side.— Rochefoucauld.

3 Some will never learn anything because they understand everything too soon.— Blount.

4 Good taste is the flower of good sense.— A. Poincelot.

cow cat cow
cow cat cow

The above is from a page of Margaret Clark's primary book. Miss Clark is a fifth grade teacher in Westville, N. J. and is working for a Zaner Method Teachers' Certificate. Miss Ella R. Sherbondy is the penmanship supervisor.

This large writing is very interesting for the children, and it is well for each teacher to learn to write this big, free style skillfully.

Supplementary Business Writing

By C. C. Lister, Maxwell Training School for Teachers, New York City

There are three things in a good life, learning, earning, and yearning. A man should be learning as he goes, and he should be earning bread for himself and others; and too he should be yearning to know the unknown. Lister 19

No one who has acquired the habit of reading can ever be lonely. Itself has it been said that books are man's truest friends. They offer beauty and wisdom, pleasure and companionship. They not only make the home more livable, but increase the respect of one's friends and acquaintances." Lister 19

The Semba Continuation School, Osaka, Japan, has a number of classes of enthusiastic penmanship students. They use the Zaner Method. Mr. Shigeo Asao, the penmanship teacher is standing on the platform.

Notice the beautiful writing on the front board and the modern schoolroom and schoolroom equipment.

The photograph was sent to us by Mr. T. Kimoto.

Some of Mr. Asao's pen work has appeared in our columns.

A PUZZLE

Wood?
John?
Mass.

The above is a man's name and address. Send your answer to H. H. Stutsman, 4416 Prospect Ave., Los Angeles, Calif., who will give a specimen of his penmanship to each one who sends the correct answer.

Students' Page

When are you going to take a penmanship course in the American College?

This specimen was written large with a pencil by Marjorie Ruth Snider, the six year old daughter of F. R. Snider, Tallant, Okla. Marjorie is a first grade pupil ,having attended school about five months. The writing has been greatly reduced in engraving. Writing in the primary grades should be large to accomodate the child.

We get out of life just what we put into it the world has for us just what we have for it.

Marjorie Buck
Office Training

Written by Marjorie Buck, student in Office Training School, Columbus, Ohio.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m
n o p q r s t u v w x y z
1 2 3 4 5 6 7 8 9 0

This is a specimen of my plain business penmanship while a student in the East Washington Grade School and striving for a High or Business School Certificate.

Marise E. Slaughenhaupt.
Grade 8.

By Marise Slaughenhaupt, a pupil of Miss Martha Taggart, supervisor of handwriting in East Washington, Pa.

IN PORTUGAL AND SPAIN

[*E. L. Brown, the engrossing artist who has been a regular contributor to the Educator for over a quarter of a century, spent last summer with a party of 50 artists and students touring Portugal and Spain. The party visited many quaint cities, old cathedrals, and famous places. From Mr. Brown's interesting, description, there were plenty of interesting, artistic things to see. The following is from Mr. Brown's talk before the Rotary Club of Rockland, Maine, and published in the Rockland Courier Gazette.*]

(Continued from March)

August 21, we bade old Cintra adieu and started on our journey to Seville, traveling by train, boat and automobile, arriving at noon at Grand Hotel de Madrid, a very fine house, of Moorish architecture and decoration, formerly a palace, with an open court or patio, with palms, flowers and fountains.

Seville is a city of 250,000 inhabitants, with a certain lustre and charm for the tourist, owing to its artistic wealth, beautiful monuments, typical costumes and its unusual character. It has well been said that through the emotions of her visitors past civilizations live again. It is situated on a navigable river 53 miles from the sea, and has a good port—referred to in poetry and pictured by artists as the land of sunshine and flowers.

Yes, Seville is a modern city yet the charm of its past still lingers. The tall comb and mantilla is yet worn by its women, a custom fast disappearing in Spain. White houses with iron grills at the windows where the young girl whispered to her lover at evening, dancing and singing gipsys in colorful costumes, remind one of the glamour and gaiety of a romantic past.

The old part of the city is much more interesting for the artist who is always looking for the quaint and picturesque, therefore we strolled the narrow streets of the old section, flanked by low-built houses with porticos, arches and columns; and many small shops, thronged by strange characters that have a certain charm and value for the artist.

A most interesting and awe inspiring structure is the Santa Maria Cathedral, according to our guide, the third largest in the world. Its style of architecture is 15th century gothic. Its lofty naves, fine paintings by Spain's most famous artists, its sculpture, stained glass, iron and woodwork and precious metals are of unusual interest.

* * * *

Our guide related an interesting story about a particular painting of Murillo's which hangs in the Cathedral. The painting is entitled St. Anthony, and is very large and beautiful. Some years ago the life-size figure of St. Anthony was slashed from the picture, and after a long time found by Pierpont Morgan in a second-hand shop in New York. Mr. Morgan paid $10,000. for it, returned it to the cathedral, and the restoration of the painting is so well done that the casual observer would not detect the imperfection.

We visited the Royal Alcazar, that wonderful Moorish palace of King Pedro of Castilla, also the Hospital of Holy Charity, where we saw some of the very best paintings of Murillo, and others. Murillo confined his efforts largely to Biblical subjects and his drawing, composition and values compare favorably with the work of the greatest painters of all time. Certainly a treat for our group to see and study the work of this great master painter.

The House of Pilate next commanded our attention, supposed to be an exact copy of the building where Christ was condemned. It was erected in the 16th century.

We left Seville on Aug. 23 for that ancient and quaint city of Cordova, a famous place more than 2000 years ago. The foundations of its old bridge over which our automobile rattled were laid by order of the Roman emperor when Christ was a child. It is hardly believable that Cordova was once a city of 1,000,000 inhabitants, now reduced to 50,000—once a place of learning, wealth and refinement, due largely to Moorish conquests. It was a sorry day for Spain when the Moors were driven from the country, as with them passed most of its wealth, education and industry. Today it is living in the past, with little to show for its former greatness outside of the Mosque and other historical relics. In all the world the Mosque is without a rival as a monument of ancient glory.

As one surveys the city little is seen that reveals its glorious past. But listen to what our guide had to say about Cordova. It was the first European city to pave its streets, in fact it was 200 years ahead of Paris in this respect. Miles of its streets were publicly lighted 700 years before a street light was lit in London. We have learned to accept a guides stories with a grain of salt, but in checking up on some of his statements we find them tolerably correct.

The older section is most fascinating, with its ancient houses and narrow streets, its old paving and flagstone sidewalks laid hundred of centuries ago. Were these old places able to speak what interesting stories they could unfold of the past civilization, past glory and lost greatness.

* * * *

Cordova, like all Spanish cities, has its bull ring. A bull fight in Spain is the real thing according to a Spaniard's belief. The bull must be killed, horses and men may be, and sometimes are killed; it matters little what happens if a Spaniard gets the proper thrill. If a Matador dies bravely he is a martyr to the cause of this great national sport. The bull ring has its monetary attraction. We were told the most skilled Matadors, like Belmonte, receive $4000 for slaying three bulls—a far better job than that of the average butcher.

Another old city of Spain is Granada, where we arrived on the 25th of August. We were very comfortably situated in the Washington Irving Hotel, located on the hill quite near the famous Alhambra, one of the finest specimens of Moorish architecture in the world and well worth a special trip to Spain.

Washington Irving did more than any other man to make the Alhambra famous when it served as a home for poor families, as well as vagabonds and bats. We were shown the room he occupied in this ancient building when he subjected himself to much inconvenience, annoyance and danger, and it occured to me that were he alive today he could live at the nearby hotel bearing his name and enjoy the comforts of a modern hostelry. Evidently he was looking for color and atmosphere and not personal comfort, and as a result he produced that masterpiece of literature, "The Alhambra," which seems to be generally accepted not only in this country but abroad as a standard description of that great historical monument of Moorish skill and industry.

* * * *

This former home of the Sultan and Sultana and later of the King and Queen is now a national shrine and thousands from all parts of the world go to Granada especially to see this famous building. No description of mine would do it justice, but its character and historical significance are lucidly given in Washington Irving's book.

One marvels at the intricate patterns in the decoration, which are full of grace, balance and most charming color, mellowed no doubt by age, all of which required great ingenuity skill and patience. Our guide told us how an ancient King of Spain ordered the castle desecrated by covering these beautiful decorations with plaster and substituting Roman columns for Moorish. Now the plaster is being carefully removed and what decoration cannot be saved is restored, so without doubt future generations will be able to view this relic of bygone days in all its former grandeur and artistic beauty.

Granada also has its Cathedral and the elaborate wood carving around the alters is one of its outstanding features.

A trip to the gipsy camps was of more than passing interest. Located on the side of a hill, with rooms underground and only the front of the houses showing on the hill-side, was a race of people that would give color and interest to any gathering, not unlike in many respects the bands of gipsies that once roamed about our country. They tell fortunes, make articles to sell and are not opposed to begging.

* * * *

The guests of our hotel were entertained one evening by 20 gipsies who appeared in the open-air dining room under the trees, in their brightly colored costumes, with their mass of black hair decorated with the customary red rose. Their animated dancing and characteristic singing furnished an evening's entertainment of the unusual sort. During their dances they used the castinets in a very skillful and effective manner.

Again we pack our suitcases and start onward to Madrid, home of the Prado national gallery of painting, a mecca for art lovers, where may be seen many masterpieces of Valesquez, Goya and Murillo.

The Spanish capital is a modern city of 700,000 inhabitants situated on a plateau 2000 feet above sea level, with many

(Continued on page 24)

PUBLIC SCHOOL HANDWRITING

By Frank H. Arnold, Supervisor of Writing
Spokane, Washington

CORRELATING SPELLING AND LANGUAGE WITH HANDWRITING

Supervisors and teachers of handwriting who have been reading my articles month by month since last September know that I am an ardent advocate of the wide use of penmanship compendiums and manuals by both teachers and pupils. I do not believe that writing is efficiently taught in the public schools of cities where supervisors try to do without penmanship texts in classrooms. Few public schools attempt to get along without geographies, readers, arithmetics or language books. It is just as logical to discard these texts as to discard the writing text. Systematic, thorough teaching results from systematic planning, no matter what the subject to be taught may be. Compendiums and manuals systematize penmanship instruction just as language texts systematize language instruction.

All that I have said in the above paragraph does not mean that I am a slave to a text book. In fact, I believe that the successful teacher of writing must do a great deal of supplementary work in her classes. Slavish adherence to text book copies will tend to make writing monotonous. The live teacher knows this; the "dead" teacher who is a "penmanship fundamentalist", believes that the text and nothing but the text must furnish the material for penmanship practice.

Supplementary work, however, must be wisely chosen. The teacher should choose purposeful practice words and sentences for her supplementary drills. It will always be necessary in penmanship to do considerable single word practice. This being true, why not select words that offer spelling difficulties? Why not "kill two birds with one stone"? Why not teach spelling and writing at the same time?

Spelling authorities after wide investigations have selected a list of words that they have quite appropriately termed "spelling demons". They assert that the following one hundred words are more frequently missed than any other words in the English language:

1. which
2. their
3. there
4. separate
5. don't
6. meant
7. business
8. many
9. friend
10. some
11. been
12. since
13. used
14. always
15. where
16. women
17. done
18. hear
19. here
20. write
21. writing
22. heard
23. does
24. once
25. would
26. can't
27. sure
28. loose
29. lose
30. Wednesday
31. whether
32. February
33. know
34. could
35. seems
36. Tuesday
37. wear
38. answer
39. two
40. too
41. ready
42. forty
43. hour
44. trouble
45. among
46. busy
47. built
48. color
49. making
50. dear
51. guess
52. says
53. having
54. just
55. doctor
56. country
57. believe
58. knew
59. laid
60. tear
61. choose
62. tired
63. grammar
64. minute
65. any
66. much
67. beginning
68. blue
69. though
70. coming
71. early
72. instead
73. easy
74. through
75. every
76. they
77. half
78. break
79. buy
80. again
81. very
82. none
83. week
84. often
85. whole
86. won't
87. cough
88. piece
89. raise
90. ache
91. read
92. said
93. hoarse
94. shoes
95. tonight
96. wrote
97. enough
98. truly
99. sugar
100. straight

I think I should tell you just at this time how we use these words for penmanship drills in Spokane. I must make it quite plain at the outset, however, that we do not let the child know that we are teaching him spelling when he is writing these words. *Spelling is taught incidentally.* We say nothing at all to the child about spelling difficulties that the words offer. We use these words mainly for speed drills and alignment drills. Just so long as children like to win in contests of running, jumping, or games of any kind, just so long will they be interested in other contests where the speed element enters. The average child takes great interest in trying to write the word "grammar" a certain number of times per minute. He is particularly thrilled when he writes the word more times than any other child in the class. The repeated writing of "grammar" fixes the spelling of the word. And this is true, of course of other words. Most people learn to spell correctly by writing words, not by spelling them orally.

In the alignment drill, we check the child on the number of words in which every letter is on the line. While getting good alignment, he must also get a reasonable number of words written. He must not be allowed to draw letters slowly to the line in order to acquire perfect alignment.

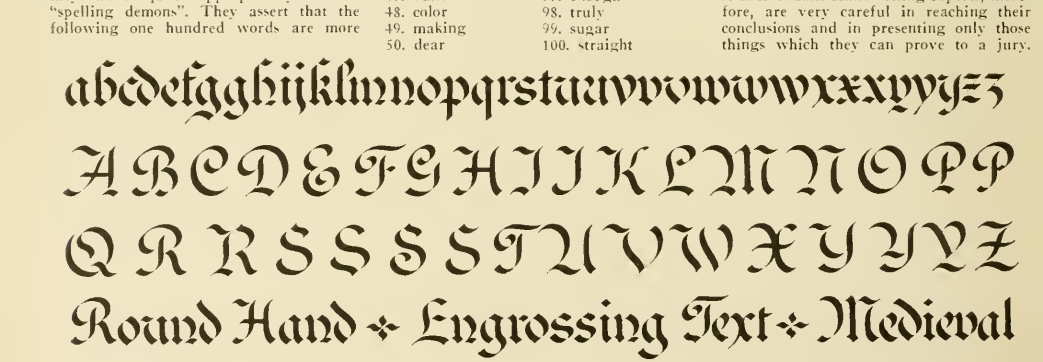
I have just discovered that I cannot write about correlating language with handwriting this time. I have already used too much space. My May or June article will deal with that subject.

FORGER SENTENCED TO THREE YEARS IN PEN

Newspaper clippings have been received from the Dallas, Tex., newspapers stating that W. A. Weaver, the handwriting expert, played an important part in the conviction of a forger in that city.

Mr. Weaver states that he has ten cases scattered throughout the United States.

The testimony of a handwriting expert is very important. It frequently involves many thousands of dollars and the liberty of individuals. Handwriting experts, therefore, are very careful in reaching their conclusions and in presenting only those things which they can prove to a jury.



For students of text lettering we are presenting this month a magnificient alphabet by W. A. Baird of the Dennis & Baird Studio, New York. Send your work to the office of the B. E. for criticism. This alphabet appears in the Zanerian Manuel of Alphabets and Engrossing, published by Zaner-Bloser Co.

Winnipeg, Manitoba.
Feb 1929.

Friend Penman,

I am handing you this as a specimen of my ornate writing. Hoping it will please you.

Yours truly,

G. R. Brunet

The above was written by Mr G. R. Brunet, Lord Selkirk School, Winnipeg, Man., Canada

HIGH SCHOOL EDDIE

By C. R. McCann

McCann School of Business, Hazelton, Pa.

Eddie was on hand like a sore finger when the opening bell rang in the little Sweeney Business School for the opening of the Fall Term. He had quite a few friends from his home town with him and it was not so bad as it was for some who were there among strangers. But it does not take youngsters very long to become acquainted and Eddie was quite a good mixer and made friends easily because of his affable disposition.

However, quite a few of the hearts beat quickly as the old Principal came in the assembly room because one never knew just what he was going to do next. He had been known to dismiss a student before a single word had been spoken. Only two persons knew the real reason and Mr. Sweeney was both of them.

"I want to say a few words at the beginning about some things that I have run across during the two score years that I have been teaching boys and girls," spoke Mr. Sweeney softly. Those who have had teachers who spoke softly know that they can cut as deeply with the slow, smooth words as the fiery tutor who yells and 'saws the air thus.'

You boys and girls are now in an entirely different school from any that you have ever attended before. Here everyone works for himself and we have what is known as the Honor System. It is an easy way to copy one's way through Bookkeeping but we will get you in the end if you do it. If anyone wishes to know anything concerning the work, he must ask the teacher. We do not permit other students to do work for which they are not paid. What you get out of this school depends upon you. If, at the end of your course, you are not successful in passing the examinations do not blame anyone but yourself. You cannot copy your way through this school. Our courses are so arranged that we can find out who is doing his own work. If you put nothing in, you take nothing out of the school. It is just like the old Biblical saying, 'As ye sow, so shall ye also reap.' There have been many boys and girls before you who have listened to these same sayings on the opening session. They are today occupying positions of trust and responsibility—they listened. I am sorry to say there are others who did not heed and are today occupying positions of lesser importance than if they had paid attention to what had been given them day after day.

"In the beginning we will go easily with you but as we become better acquainted difficult problems will be given just to see from what kind of timber you are made. Now, I see one or two Valedictorians in the room. Please don't think you will be Valedictorian here because you want first to forget about what you did in your other school. This one is entirely different. One year we had a little fellow who stood almost at the foot of his class in his other school, but in here he was at the head and today is one of the leaders in his line of business. Don't depend upon previous laurels too much. It is the consistent plugger who gets the plum in the end."

As the Principal spoke he seemed to be penetrating the very souls of the boys and girls present. Everyone thought he was speakingly directly to him alone. His piercing eyes seemed to read the very thoughts in the minds of the boys and girls in the class. He seemed to be rather uncanny and more than one shivered in his boots.

"No doubt, there will be some of you who will wish they had not come to this school and will quit. It will show us who are the pluggers and who are the quitters. No one ever succeeds who does not plug and plug hard in life . You cannot copy you way through this school. One girl did try it but we had her all mixed up in her books and she came to me and said, 'Mr. Sweeney, I might as well tell you I do not understand anything about Bookkeeping because I have copied it all from Mary Smith. I want to start all over again from the beginning.' That girl today is the Secretary of a large Mill Work plant and doing nicely. She found herself early and reaped her reward.

"With reference to pleasures, I want it distinctly understood that we work when we work and when we play, we play just as hard. I want you all to have a pleasant time and to enjoy yourselvs but you are here primarily for work. Each one of you knows the reason why you are here and that is the purpose of weeding out the laggards.

"If your classmate gets ahead of you, do not fret and worry, you will catch him later perhaps. What is hard for you now might be easy for you later on in another phase of the work. You possibly have found out by this time that the work is all individual. The harder you work the sooner you finish the course. It does not matter how long a time you have spent in school; it is what you have done in school that counts.

"Shortly we will have the election of our School Officers. The older students will be elected to office and you will learn through them the workings of the student activities. If anyone is caught cheating he is given a fair trial by this body of your officers before he is dismissed from school.

"For the benefit of those of you who are from out of town, do not visit the pool halls during the noon hour. I know some of you are quite expert at this game but we do not tolerate pool players in school. The business man does not want to hire a young man who is thinkin more about playing pool than he doe about his business. It is not so much th playing that he objects to but it is th after effects that count. Gambling leac to other objectionable features and the stealing, embezzlement and fraud. Thes do not mix with business and so here i a good place to learn it.

Eddie was wondering during the noo hour just whether or not he was goin to like that "old crab" as he was calle by one of the older students. It seeme that one of the finest detective agencie was established in the school and what ever went on, the Principle was sure t find it out sooner or later. Nevertheless he thought that maybe Mr. Dykes woul take care of him if he finished the course Sweeney was so much like Mr. Dykes i many respects—hated yet loved.

That afternoon soon spent itself an after Mr. Sweeney had explained how sim ple bookkeeping was; all the students wer working like Beavers on the exercises. I seemed that everyone worked as he ha never worked before in school. Ther was something in the atmosphere of th room that made one work. Eddie ha trained in athletics and knew that if h wanted to be the leader in the school h must assert himself.

On the train going home that afternoor Eddie resolved to himself that he woul show Sweeney that he could make something out of himself after all.

(To be continued.)

BUSINESS SCHOOL MAGAZINES MERGE

The Journal of Commercial Educatior has been merged with the Business Schoo Journal, which is published by the Haire Publishing Company, 1170 Broadway, New York.

The Business School Journal is a very attractive looking magazine for commercial teachers.

C. M. THOMPSON

Mr. Thompson is conducting the Thompson School, York, Pa. This school gives penmanship the time and attention it deserves and as a result develops a high type of business writers. Every student is required to win a Zaner Method Penmanship Certificate before graduation.

MENTAL MEANDERINGS

By Carl Marshall, Route 1, Box 32, Tujunga, Calif.

BIRD MUSIC AND SOME OF THE MUSICIANS

One George Nathan, who airs his unpleasant scoffings in the columns of that hectic magazine, "Mercury," recently asserted that there is no music in bird-songs, and that those who think there is, are mere "sentimental many insensate habitues of the red light areas, who would applaud a thing like that. All these urban night-fliers know of bird-songs, is probably what they got from the squeaking chatter of the obscene little gutter sparrows, that disturb their snoozings "the morning after the night before." Mr. Nathan's ridiculous and offensive statement was promptly and effectively met, in the columns of "Nature Magazine" by a swarm of his indignant "numbskulls" who evidently had not enjoyed the "Mercury" writer's opportunities for imbibing superior metropolitan "culchah." What they did to him was a plenty, although a person capable of making such a statement, would probably be too dense to realize it.

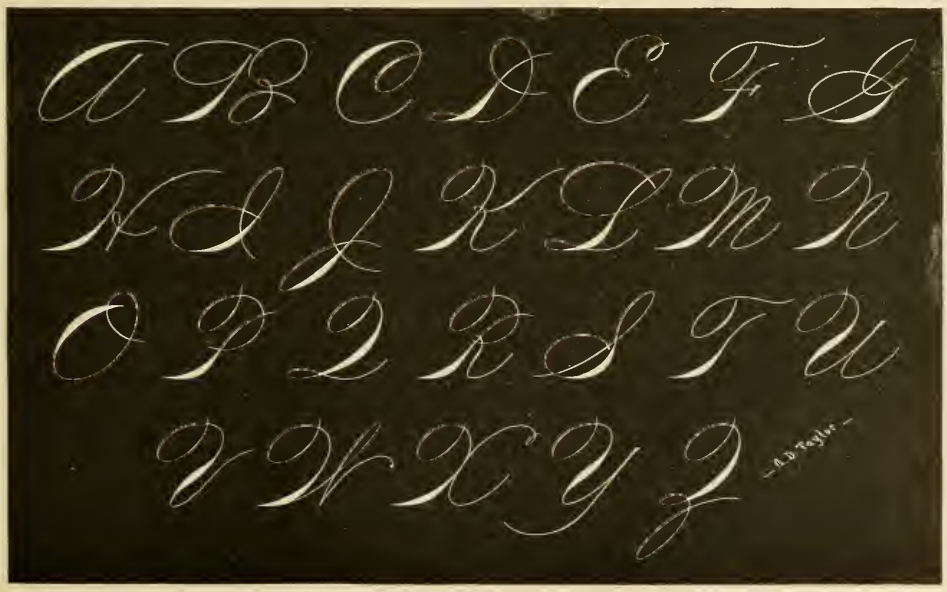
The incident, however, affords me the occasion for recalling to certain other of you present city dwellers, some of the joys of the bird-songs you used to know in the days when, mayhap, you lived back among the country lanes, and were thrilled by the morning arias of the cardinal, or "red-bird," or the sibilant tonal sweetness of the meadow lark. Maybe it was on some golden day in June and there was a little lull in the gardening and field work, and Father had given the kids a day off to go down the creek or to the lake shore fishing, and there was a basket of lunch, put up generously in Mother's best cookery. And after the fish quit biting in the afternoon, and it was warm enough, all would go in swimmin'. And when everybody's hook was baited, and all were quiet as mice waiting for the first bite. Maybe, an orange-and-black oriole would come floating along and light up in the tip-top of the big elm tree that learned over the creek, and pour forth a flood of liquid melody that we will remember long after we are through with fish poles and bait cans and swimming in our birthday suits. Then, along towards five o'clock, there comes from out some alder-clump, the "coo-COO-coo-coo" of a turtle dove to remind us that it is time to wind up the lines and throw what is left of the angle-worms into the water, (as a reward for the perch and bass that were too smart to get caught), and put out for the meadow to drive up the cows.

Don't you remember how those bird songs fitted into all of the day's fun? No music in it! Goodness sakes alive, Mr. Nathan, how sadly your education has been neglected! Not even to have heard a band of redwing blackbirds, welling up harmony from the cat-tail rushes that border the duck-pond. Or never to have heard the redbreasted grosbeak piping from the wood-lot, or that matchless feathered Melba, the brown thrush, who will carol for an hour at a time from the top of some apple tree, or the mocking-bird, (if you have happened to live down toward Mason and Dixie Line), honoring you with a dreamy moonlight serenade from the lilac bushes near your window, — trilling for a whole hour a series of dulcet bars, and never once repeating himself.

Nature has a way of putting over some piquant paradoxes that often contradict our scientific sophistications. For instance, there is the thing called musical discords. If four or five people were to start singing, each a different tune, we would stop our ears and flee. But down along the woods

(Continued on page 25)

ORNAMENTAL GEMS BY A. D. TAYLOR



Handwriting in the Canton Public Schools

The Canton Daily News recently carried a full page write-up of the splendid work being done by Mr. Faust in the Canton Public Schools. The article shows specimens of flourished Spencerian Writing in contrast with the modern light line neat Zaner Method writing by Mr. Faust.

The following is quoted from the article:

By Helen B. Lelansky

"Let anyone who believes that "nobody writes by hand nowadays" make these three investigations to satisfy himself of the truth of his assertion:

Let him visit a schoolroom and determine the amount of writing done, and inquire whether an effectual substitute for handwriting has been devised.

Let him visit the writing room of any large hotel and attempt to find a vacant desk.

Let him determine the amount of pencils, steel pens, fountain pens, writing ink and other commodities manufactured yearly.

The result of these investigations can not help but prove that, though handwriting may not survive the products of inventive genius, at least at the present its chances of survival are as great as those of any work of man.

"Penmanship is one of the most important subjects taught today in the Canton public schools," stated W. C. Faust, who is in his 25th year as supervisor of writing in the Canton schools. Regardless of the great number of typewriters, adding machines and other products which are being manufactured today as time savers and aids to business, the future of penmanship is established."

The fundamentals of writing today do not differ greatly from those of the early days. The Zaner method, which is being taught now, compares closely with the old Spencerian type of writing, but lacks its frills and curlecues. It merely is a simplification of the A. B. C's, making the handwriting more dependable, more legible and speedier, besides giving it more individuality and expression.

It has been estimated that 40 per cent of the people today make part of their living by their handwriting, regardless of the extensive use of typewriters. This means that people must learn to write legibly, and that is why good penmanship has become a valuable requisite in school curriculums.

The Zaner system, which is taught in the Canton public schools, is an arm movement system, taking the place of the scribble and cramped style which comes by movement of the fingers or wrist only.

"Position plays an important part in writing," said Mr. Faust, " for a good position is healthful and efficient. To begin with the body should be erect, the shoulders square and the back straight at the waist. The feet should be kept flat on the floor or drawn back under the seat, but never pushed out in front.

"Then comes the position of the arms and hands. The arms should be kept well out from the sides of the body with the elbows near the corner of the desk, though of course the exact location of the elbows will be modified, depending entirely upon the size of the pupil and the desk. The full weight of the arm should rest upon the muscle in front of the elbow.

"The hand should be held about half open with the fingers somewhat curved though close together. The hand should glide upon the little finger or upon the nails of the third and little fingers. The side of the hand or wrist should not touch the paper. The holder should be held at an angle of about 45 degrees . It should point near the shoulder which causes it to slope about the right angle,

W. C. FAUST
A Zanerian of 1894

and at the same time prevent the hand from falling over on the side.

"The muscles of the hand should be tensioned only enough to hold, propel and control the pen with ease. The holder should be held between the thumb and first finger and touch the side of the second finger between the end and joint. The first finger only should be on top of the holder, and the thumb should be opposite the first joint of the first finger"

Mr. Faust has endeared himself to the thousands of children in the public schools. When he appears at a school for a writing lesson he is welcomed with hundreds of smiles, for he has learned the secret of making a lesson interesting.

As proof that the children are interested in improving their writing they are working for certicates and awards which are issued by the Zaner-Bloser Company.

Work toward earning the certificates is begun with the fifth grade and continues through the sixth, seventh and eighth grades. The first certificate for which the pupils work is the grammar grade certificate, awarded for mastering a good free, arm movement style of handwriting. This represents 75 per cent according to the Zaner scale, a standard which every grammar grade student endeavors to reach.

Years of investigation and experience in the examining of thousands of specimens annually from grammar grade have enabled the Zaner-Bloser Compan to maintain a uniform standard whicl is fair to expect the average pupil t attain.

Having won the grammar grade certifi cate, the students next work for the higl or business school certificate. Handwrit ing which deserves this certificate is sai to meet the demand of the business an social world, being free, easily read, uni form and neat. This grades at 80 pe cent according to the Zaner scale.

Next comes the advanced certificat which grades at 85 per cent on the Zane scale. Pupils winning this award ar certain to have a handwriting that wil attract attention in the business world Pains-taking persevering study and prac tice only lead to good penmanship an also give one an excellent schooling i will power, concentration of mental an physical forces and careful attention t details—all of which are needed so muc in directing one's energies in any under taking later in life.

* * *

The highest award which can be re ceived is the professional certificate whic is awarded to those who complete a cours in business penmanship, or to those wh work on ornamental penmanship. Thi certificate receives a grade of 90 per cen according to the Zaner scale. A numbe of students have won the advanced cer tificate and are now working dilligentl with constant practice in an effort to some day obtain the coveted professional awar

A letter to E. S. Kerr, assistant super intendent of the Canton public school brings this interesting bit of information

"For several years we have been stress ing quality in writing and to that en many fifth, sixth, seventh and eighth grad teachers have been working diligently t bring the standard of the pupils' writin high enough to win certificates from th Zaner & Bloser Co., penmanship special ists, Columbus, O.

"Last year 89 teachers reported wit 2,771 certificates.

"The year before we had 2,300 certi ficates.

"The total number of certificates fo the two years is 5,071 for your Canto public schools."

"That is a record of which Canton cit izens can be proud, for it means that th boys and girls are taking a greater in terest than ever in the effort to improv their penmanship," said Mr. Faust.

The Zaner method of writing has bee found to be successful, because it doe not begin with the lower grades with th end aimed at in the eighth grade or hig school, but because it presents only tha which is safely within the limitations o the pupil's mental and physical capaci ties from year to year, assuring his high est development in the work in the up per grades."

"LOOK IN THE DICTIONARY"

Arthur G. Skeeles

(You who do me the honor to read these articles, won't you please tell me where I have made mistakes, bring to my notice other interesting words, and send me any questions that may occur to you about the derivation or meaning of words? I am not much of a scholar, but I have access to several good dictionaries, and I enjoy immensely this delving into the history of words. Write me in care of The Business Educator.)

1

WRITING MATERIALS

"Pen, ink and paper." Where did these words come from? Let us look in the dictionary and see.

"Pen," we find, is from the Latin word "penna," a feather, hence a quill pen, and later any instrument used for writing. One such instrument was the "stilus," of metal, and from this we get our word "style," which meant a manner of expression long before it was used to refer to fashion in dress. And because "penna" was used to mean a metal writing instrument, we have the word "pin," from the same source.

A "pinnacle" is a feather-like part of a building; and a "pennant" is something that streams out like a bird's wing. A "pinion" is a wing; hence to "pinion" a bird is to tie its wings together, and to "pinion" a person's arms is to tie them together in the same way.

Since the Latin word "cilia" means "hairs" or "eyelashes," you might conclude that a "pencil" is a "hair-pen" or a brush. That is indeed the meaning, but the word "pencil" is not derived from the word "pen." Instead, it is from the Latin "penecillus," meaning first "a little tail," and then a painter's brush—hence something with which to make marks.

"Ink" is from the Latin word "encaustum" which has been shortened to the first three sounds "Encaustum" literally means "burnt in," but was applied to the purple red ink used by the later Roman emperors. A "caustic" remark is a burning one, and to "cauterize" a wound is to burn it.

Paper is an old Egyptian word, transliterated into Greek as "papyrus," the rush growing in marshy places in ancient Egypt. We have changed only one letter of the first five in the last twenty-five hundred years, dropping the last two letters (as the Romans themselves did in forming the plural, "papyri.")

The inner rind of the papyrus plant was cut in thin strips, and two layers of these strips laid cross-wise were soaked and glued together to form a writing surface used for hundreds of years.

Another Greek word for papyrus was "biblios", which may have been a corrupt pronunciation of papyrus (changing "p" to "b" and "r" to "l".) This came to mean "book,' and from it we get the word "Bible," "The Book," and also "bibliography," a list of books.

"Parchment" is named from Pergamoo, the city where sheepskins were first prepared for writing.

The desk at which you are writing is so called from the Latin word "Discus," a round and flat "disc" or "disk" A "disk" harrow has several such disks. Such a flat surface was used for writing, but required a support; and this support came to be called a "desk." From the same Latin word, "discus," we get the word "dish," because it is also round and flat.

"Table" comes from the Latin word "tabula." The first meaning seems to have been an arrangement of words or figures in columns, such as the "multiplication table." Then the meaning was extended to the surface on which the words or figures were written. Moses, we read, received the Ten Commandments on "tables of stone," and writing paper is often put up in the form of a "tablet." Next the meaning of the word "table" was extended to the support for a writing surface, and then to any similar flat surface, as a "dining-room table," or a "table-land."

AMERICAN BUSINESS UNIVERSITY

The above university was recently established in Birmingham, Ala. All commercial subjects will be taught, and in addition thereto, Post Graduate Work in Accounting, Traffic and Secretarial. The outlook for the school is very promising.

The following are the officers of the university:

W. E. Ballard, Pres. and Gen. Mgr.
S. A. Ellis, V. Pres. and Field Mgr.
Mrs. Bertha E. Faust, Sec'y and Treas.

ATTENTION! N. A. P. T. S.

Don't forget to forward your specimens for the Buffalo exhibit, April 24-25-26.

Please label all complete sets of papers from any grade with the words,—"Complete Set". It will be understood that sets not so labled do not include all the papers of an entire grade.

We are looking for your contribution to the display of Supervisors' helps in the way of devices, bulletins, aids of any kind which you have found helpful. Do not disappoint us.

For general directions see February issue of this publication.

Mary A. Everts
Chairman Exhibit
Committee of N.A.P.T.S.

The Rainy Day

The day is cold and dark, and dreary;
It rains, and the wind is never weary;
The vine still clings to the mouldering wall,
But at every gust the dead leaves fall,
And the day is dark and dreary.

My life is cold, and dark, and dreary;
It rains, and the wind is never weary;
My thoughts still cling to the mouldering Past,
But the hopes of youth fall thick in the blast,
And the days are dark and dreary.

Be still sad heart! and cease repining;
Behind the clouds is the sun still shining;
Thy fate is the common fate of all,
Into each life some rain must fall,
Some days must be dark and dreary.

Longfellow

This Longfellow Poem was written by Mr. G. C. Greene of the Goldey College, Wilmington, Del., who will run a course of lessons in the Business Educator.

METHODS OF TEACHING COMMERCIAL ARITHMETIC

By C. R. Hill, Co-author of Arithmetic for Business

(Continued from March

After addition, substraction should be reviewed, and unless a different method is prescribed by someone in authority, the teacher should avail himself of the pupil's attainments in addition. With substraction problems, addition should be given occasionally so that pupils will feel the necessity of listening to each direction and not assume that a problem containing three or four numbers necessarily indicates subtraction. Some teachers who believe in the Austrian method do not use it properly. They teach a pupil to say 8 and 2 if (8 and 0 are subtracted). This is the one's figure, but in the next step the tens figure should be added to the subtrahend which is the natural procedure. However, under no circumstances should pupils be confused by two forms of subtraction.

Next is Multiplication which is a process that consists of finding the product of a multiplier and a multiplicand. There are in multiplication as in addition only 45 two number combinations of one figure each. Omitting the products of 1, there are but thirty-six and the teacher should secure a mastery of all of them.

Contractions in multiplication may be introduced primarily to give pleasure to the course, which teaches the pupil *how to invest his leisure*. In short cuts many pupils experience a keen sense of delight in solving examples. To obtain a result without doing all of the usual amount of work is quite thrilling and the pupil who can use short processes senses a feeling of deep satisfaction. Although short cuts have not attained a place of importance because teachers are not convinced of their worth and are often times referred to as numerical tricks. However, those which are worth teaching will economize time.

The method of testing a product in multiplication is called "Division." Division is of two kinds—long and short. The quotient or result in either method should not be extended beyond numbers of 6 and 8 figures, even though larger numbers are allowed in the products obtained in multiplication. Long division is not easy and the difficulties should be introduced gradually. Weaknesses in the mastery of multiplication and substraction will show very rapidly in the pupil's work in division.

When the formal review work of fractions is introduced an attempt should be made to build up a rich idea of the meaning of the concept "fraction." The mathematical concept fraction implies at least four distinct ideas:

It is one or more equal parts of a unit.

It may be one of the parts of a number of units.

And it indicates division and expresses ratio. (2 cars—loses one—realizes that 1 of this 2 cars is ½ of his business 1:2).

The idea that a fraction expresses a ration should not be taught in any given lesson, but should be developed gradually. Complex and Compound fractions serve as a splendid review, but they should not be considered as part of a minimum course of study. In teaching decimal fractions, the question is where to place the decimal point.

Mechanically considered, decimal fractions ought to precede common fractions, because the former is more closely related to our Notation System in whole numbers.

The law of placing the decimal point is easily formulated in addition and multiplication, but in division the decimal point is a troublesome factor. This requires a careful analysis of the successive difficulties and the average teacher formulates series of appropriate steps until "pointing off" takes place with absolute accuracy.

In teaching the percentage concept, many teachers make the mistake of presenting the topic as though it were a new branch of arithmetic. The foundational work in percentage is the mastery of the cases, viz: To find the per cent of a number—the per cent one number is of another—to find a number, knowing the value of a percent of it.

The most practical phase of percentage is its application to the needs of business situations. At this point much time must be devoted to trading. In Arithmetic for Business trading has been divided into three sections, viz: Percentages, Income from Sales; Price Determination; Profits and Stock Turnover.

The general principles of percentage are applicable to trade discount, discounting notes, insurance, commission and brokerage, taxes and interest, etc .

In teaching stocks and bonds a company should be organized in class, specimen shares should be sold at par, at a premium, and at a discount and dividends should be calculated and declared. Students should use modern terms such as, broker's commission and not "brokerage." "And interest" is another term which should be taught. Too much attention cannot be given to the language phase in this branch of arithmetic. The commercial teacher should remember that pupils must be taught the reasons for each business practice.

One teacher found that pupils experienced no difficulty in solving interest examples, but when asked why banks pay interest, pupils give a variety of answers that were interesting because of the ignorance they showed of business practice. And almost all members of the class believed that money deposited in a bank is securely locked in a large safe to defy burglars. Amusing information also awaits the teacher who has not asked pupils why insurance companies pay full face value of a policy in case of death.

It is essential that the mode of computation that is practiced in commercial and industrial life be taught in the classroom. A Profit or Loss may be calculated on the cost or sales price or on the volume of business done. Computing double discounts or calculating "selling price cofactors" in connection with mark-up is another situation in which it is wise to accept business forms of computation.

To do this most successfully, use a text which gives purpose to business needs and affords a medium for the best and latest business methods. In Arithmetic for Business, which we publish, you will find problems and principles which motorize the utilitarian value and intensify the disciplinarian values of commercial arithmetic.

Our text will supply the motive for accuracy and speed and it's new departures will arouse whatever interest business arithmetic can in any pupil and give an interpretation based on every day business procedure.

IN PORTUGAL AND SPAIN

(Continued from page 17)

tree-lined boulevards and attractive buildings. It may be true that Madrid was modeled after Paris, but even so it breathes the modern spirit of Spain, with a character of its own, living in the present instead of the past, as are many cities of Spain, including Cordova and Granada. Perhaps one of its most imposing buildings is the $15,000,000 Royal Palace, considered one of the principal show places of the capital.

The hub of Madrid is the large public square called Puerta del Sol. A dozen streets lead into this square from all directions and day or night throngs of people of all classes and distinction are moving about. Here the beggar begs, the loafer loafs, the seller meets buyer. In such places as this it is worth one's while, especially if he is an artist, to pause for a time and study the moving picture of life in a busy city.

Before saying good bye to Spain let me quote what Washington Irving says about the character of a Spaniard:

"There are two classes of people to whom life seems one long holiday—the very rich and the very poor; one because they need do nothing; the other because they have nothing to do; but there are none who understand the art of doing nothing and living upon nothing better than the poor classes of Spain. Climate does one-half and temperament the rest. Give a Spaniard the shade in summer, and the sun in winter a little bread, garlic, oil, an old brown cloak and guitar, and let the world roll on as it pleases. Talk of poverty, with him it is no disgrace."

Artistic Engrossing
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Illuminating a Specialty
Diplomas Lithographed and Filled
E. H. McGHEE
143 East State Street Trenton, New Jersey

MENTAL MEANDERINGS

(Continued from page 21)

road below the pasture early in the morning, you may listen to bluebirds, robins, meadow-larks, bobwhites, and even jays all going at once, and not a sign of a discord! Or the song sparrow, the hermit thrush and the chat, may be severally vocalizing from the same copse, and it will all be as melodious as though the trio were arranged by the most competent chorister (which, indeed, it is!).

And we talk about the clash of unassorted colors, yet whoever complained of any "discord" in the melody of tints seen in a June meadow, or a California hillside? Have our eyes and ears been spoiled by oversophistiction, or is Nature wrong? I suspect that Mr. Nathan and those like him, have got too far away from the intimate heart of things.

H·C·RICE
-Diplomas and Certificates lettered
— DRAWING AND LETTERING —
Artistic Engrossing
Designing and Illuminating
Resolutions and Memorials
PENWORK

An old business card by H. C. Rice

Will you Use your Bookkeeping?

I do not know that anybody has undertaken to calculate or even guess at the number of persons in this country who have studied or are studying bookkeeping. But there are quite a lot of them. Suppose we were to ask them, "What is it all for?" We should probably get several different answers. Some would aver that they intend to take up bookkeeping as an occupation. Others would say that it is a thing that a person should know something about if he expects to go into business. Still others might say that bookkeeping is a practical and useful subject, that it teaches accuracy of thought, and affords good practice in fundamental arithmetic, penmanship etc. All of these would be good and sufficient reasons for knowing something about this very practical and interesting branch of study.

But how many of these students, unless they are fitting themselves for a bookkeeper's job, would tell you that they are studying bookkeeping for the purpose of using it in their own personal affairs? Not many, I'm afraid. Yet that is just where this beautiful science, (or ART, if you prefer) can be made most serviceable to those who know it. Millions of folks have made the mistake of supposing that bookkeeping is useful only to those who are "in business" that is, to shop-keepers, or others who are in the business of making or buying things with the aim of selling them to others. That includes but a rather small proportion of the public at large. But the broad truth is that almost everybody, who has the responsibility of earning or spending money either for himself or others, ought to keep books. Not many of us have minds so retentive and accurate that we can keep track of even a few monetary transactions without keeping a written record of them. In the field of business, strictly so called, we all understand and admit this. Nobody would think of running even a pop-corn stand without keeping books. But when it comes to the business of wage-earning, or merely living on an income or an allowance, most people are content to just drift along and guess at the state of their finances, and trust to luck that they are getting ahead. Now, to manage any sort of finances intelligently takes PLANNING, even if it is not anything more important or complicated than the spending of five dollars a week that Ethyl receives from her Daddy for pocket money. But to plan your affairs you must know about them, and the only way the world has discovered for knowing about one's money affairs is to keep a record of them, that is, to keep books. It's just as plain and simple as that.

It would be a great help to wage-earners if they could be made to realize that they are really "in business", even though they are not running a peanut stand, a candy shop or a vegetable garden. Every wage or salary earner, is engaged in the business of selling so much service for so much money. The pay-check embodies the gross receipts, the "overhead" is the cost of his board, lodging, clothes, etc., and the profits if any, are what he saves. If there are no profits (savings) the business of holding that particular job is either a failure or else it is not being well managed. Now, there are just two remedies to cure a "sick" business. Either the gross receipts must be increased, or the overhead reduced. That is, you must either have a "raise", get a better job, or reduce your cost of living. Only by keeping a systematic record of your money earnings and spendings, can you know which of these remedies to apply. You can never find out by just drifting along blindly, as most wage-earners do, and trusting to luck.

When you know, by keeping records, what your average weekly or monthly expenditures are, you will be in a position to make a financial budget, which is merely a working plan for making your job pay. This budget should provide for your saving at least ten per cent of your salary. Any healthy business these days ought to show at least a ten per cent profit on the gross. If it doesn't, the business needs a doctor. Almost any profesional auditor will tell you that. Of course you are likely to find that the chief function of the budget will be the keeping down of the overhead, although, often the budget may provide expenditures for self-improvement that may result in raising your pay. Usually, however, as in larger businesses, the profits are most likely to be increased by the homely method of reducing expenses. Quite often, this is unpleasant, even painful. It may involve cutting out a lot of things that in your pride, you think you "have a right to". Maybe you have, but bookkeeping does not concern itself with "rights" or self-indulgence. It only presents the facts; the rest is up to you. If you are a silly self-indulgent creature, without lime in your backbone, it won't help you. If you have grit and enough sense to know that the whole of anything cannot be greater than all its parts, bookkeeping will point the way to your prosperity. Again, IT IS UP TO YOU.

ZANERIAN COLLEGE

I

Zaner-Bloser is the college
About which you should have knowledge.
Nothing like it in all the land.
Each one who comes may train the hand
Really expert to become
In all things with a pen done.
After you once do here begin
No one could stop you ere you win.

II

Columbus is the city grand;
Ohio the state on the strand;
Let me introduce Mr. Bloser;
Lupfer next, the penman choser;
Every one meet Robert Bloser;
Get 'quainted with Brother Parker;
Each one a man of royal mien.

III

Office force, best girls ever seen.
For entertainment you needn't pine.

IV

Plenty going on all the time;
Every one may write and write;
Not enough day hours, try the night.
Methods, and psychology, too,
All will keep you from getting blue.
Notice the students. All quite fine.
Soon you'll know every one in line.
Hours spent at picnic and party
I'll bet will give you laughter hearty.
Penmanship you'll find quite an art;

V

To take sooner wish I'd had the heart.
Remember the next summer's class,
Yet it may not be too late to pass.

VI

I'd like to tell of all the pleasure;
'Tis a thing I'll always treasure.

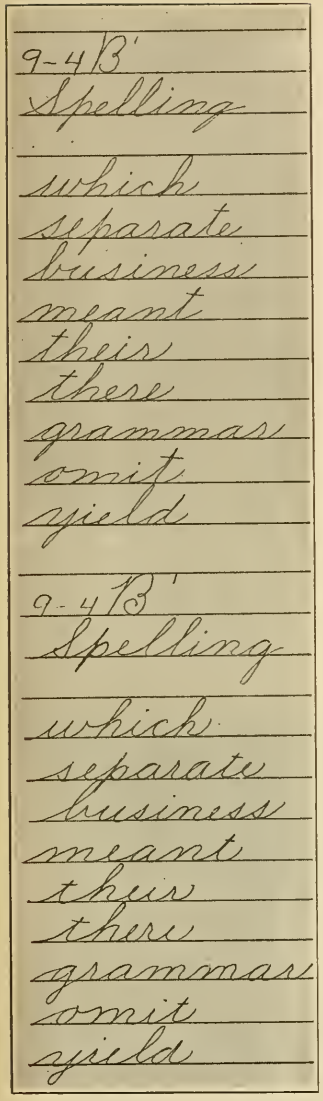
Providence R. I.
April. 1st. 1887.

A. G. Ames
New York. N.Y.

Dear Sir:— Find within a Post Office Money Order, to the amount of Twenty Dollars, in payment for subscriptions to the Penmans Art Journal, as per the list mailed with this.

Yours truly.

E. S. Burnett



The above spelling lessons were selected from papers sent to us by Mrs. Elizabeth Landon, Supervisor of Writing Binghamton, N. Y.

Mrs. Landon believes in Correlating Spelling and handwriting. Notice the beautiful forms and the free movement used by these fourth grade pupils.

The first specimen was written by Mary Hodovanis and the second specimen by Kathryn Fediuk.

NUMBER OF STATE MEMBERSHIPS TO N.A.P.T.S.

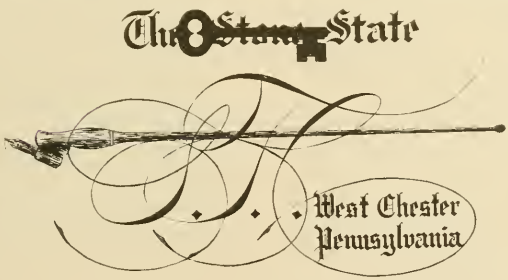
State	1928	1929
Alabama	5	24
Arizona	0	0
Arkansas	1	16
California	16	24
Colorado	9	4
Connecticut	4	10
Delaware	5	2
Florida	0	0
Georgia	2	1
Idaho	0	2
Illinois	43	18
Indiana	32	13
Iowa	17	6
Kansas	3	2
Kentucky	8	13
Louisiana	0	0
Maine	0	1
Maryland	2	1
Massachusetts	9	14
Michigan	18	10
Minnesota	51	45
Mississippi	0	2
Missouri	4	6
Montana	9	0
Nebraska	2	4
Nevada	0	0
New Hampshire	0	2
New Jersey	40	34
New Mexico	0	0
New York	34	190
North Carolina	2	1
North Dakota	2	2
Ohio	39	19
Oklahoma	1	1
Oregon	1	2
Pennsylvania	131	90
Rhode Island	2	1
South Carolina	1	3
South Dakota	0	2
Tennessee	5	11
Texas	14	43
Utah	1	1
Vermont	1	4
Virginia	4	3
Washington	6	5
Washington, D.C	0	0
West Virginia	5	6
Wisconsin	13	10
Wyoming	1	0
British Columbia	1	0
Panama Canal Zone	0	1
Hawaii	0	1
TOTAL	534	650

Mr. R. T. Breisch, 56 Jackson Street, Lyons, New York in ordering a copy of "Fascinating Pen Flourishing" and subscribing to the Business Educator, enclosed some of his pen work. His cards are beautifully written, neat and well arranged. His flourishing is well balanced, snappy and beautiful. Unfortunately the lines were too thin and light to reproduce.

A very fine package of specimens is hereby acknowledged from R. Viergever, penman, in the MANKATO, MINN., COMMERCIAL COLEGE. The only reason why we have not reproduced some of them is that the ink was too light.

We are in hopes, however, of showing our readers some of Mr. Viergever's unusual skill.

Attend the N.A.P.T.S. and see Niagara Falls.



H. M. Sherman, State Teachers College, West Chester, Pa.

PENMANSHIP PROBLEMS OF THE LEFT-HANDED

By Julias A. Buell

THE HERITAGE OF THE LEFT HAND

This is the fifth of a series of articles on Penmanship Problems of the Left Handed by the veteran penmanship teacher of Minneapolis, Minn.

In this number it is my intention to consider some of the difficulties that confront any penmanship teacher.

If all the pupils were right-handed and saw everything the same way the teacher did, all would be well.

Judge of the surprise when the instructor finds a boy using his left hand, his wrist twisted around and his pen holder pointing straight away from his body.

This is the most difficult fault the teacher has to correct. Unlimited patience and kindness will do much, but not all.

If one is unable to demonstrate the proper position his work is sure to fail.

It often happens that another boy or girl may be writing with his or her left hand, holding the paper properly and doing fine work. I have in past years arranged these two so that the boy with the twisted wrist can see the boy write who has the normal position. That helps greatly.

Aside from having a left-handed student now and then, they may come in larger numbers. This may be caused by accidents. One of my boys lost his right arm in a fodder shredder. Another lost two and one-half joints of the first, second and third fingers and one and one-half joints of the thumb in a feed cutter.

Another lost his right hand under a buzz saw. Unfortunate persons like these must be taught to write with their left hands.

After the world war we had many boys with empty sleeves who had to learn to write with their left hands.

Fortunate is the handicapped boy who has enough of his right arm left so he can hold his paper. When this is not the case, I get a thin board with a spring clasp to it at the top so the paper can be held firmly on the board. I use one 9 by 11 inches. They can be had any size.

The person who loses a right arm by accident or in the army is not prepared at once to start his mastery of the pen .The loss is too great. He is simply unnerved. I have seen them make an attempt to take something with the lost member. This is for them a bitter experience. Then is the time to go to them and ask something foreign to their thoughts. Watch their faces brighten.

The average left-handed person has a different attitude toward the teacher when it comes to writing or figuring on the blackboard and this seems to be true whether they have lost the right arm by accident or are born left-handed. How the clouds lift when they find some one who understands them.

I recall a Miss Talso. She seems to be embarassed if any teacher spoke to her. It took a long time to gain her confidence. Then she forged to the front. She led all others in spelling, arithmetic and rapid calculation. Her manual dexterity was remarkable. She took a splendid position and held it satisfactorily.

She won a Zaner Method certificate and no one could tell whether her writing was done by a right-handed person or one who was left-handed unless he saw her write.

The left-handed students with whom I have come in contact, seem to have been especially gifted, so much so that I have sometimes thought they were more alert than right-handed people.

One of my friends told me not two months ago:

"The left-handed people are sharper than the right. The left-handed boys could beat us at any game.

Now, I have been worsted by some left-handed boys, even in little fisticuffs, and never knew why until my friend told me.

The best thing I can do to encourage them now is to say:

"Remember you are left-handed and left-handers always win."

In my opinion, the left-handed lose confidence because they are asked to change from left to right. Every one without a single exception has told me that he or she had been asked to change. This is not as it should be.

Fellow penmanship teachers, as we are compelled to assist those who lose their right arms, let us also help those who are naturally left-handed.

In the May number my subject will be "The Little Left-Handers and their Big Problems."

HARVARD SUMMER SCHOOL

The Harvard Summer Session will begin July 8 and end August 17. More than fifty courses in education will be offered. The following will be of interest to commercial teachers:

Principles of Vocational Education by F. C. Smith.

High School Commercial Curriculum by F. G. Nichols.

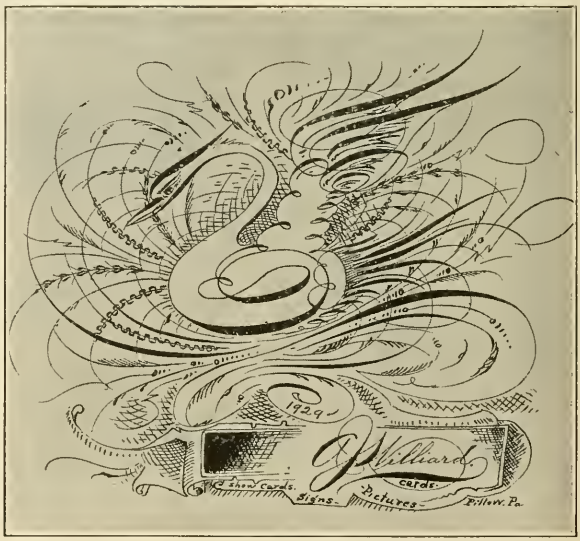
Organization and Supervision of Commercial Education by F. G. Nichols.

Improvement of Instruction in Bookkeeping, Junior Business Training, Business Arithmetic, and Business Writing by E. A. Zelliot.

A methods course in these subjects which are closely related.

Principles of Vocational Guidance by Dr. F. J. Keller.

This will be the first time that Mr. Nichols has given a course in Organization and Supervision of Commercial Education in a summer session. He is offering it the coming summer for the special benefit of city supervisors of commercial education, heads of high school commercial departments who would like to prepare for the work of a supervisor, and instructors in normal schools and colleges who may be interested in this kind of work.



Mr. A. J. Willard, who flourished the above swan, is a penman, a show card writer and an artist of more than ordinary ability. He is a man well along in years but is still enthusiastic over pen work.

DESIGNING & ENGROSSING

By E. L. Brown
Rockland, Me.

COVER DESIGN

Lay off space on your paper about 12x17 and sketch roughly the design giving special attention to spacing and size of the different units. The bounding stag should be placed just below center of page, and may be enlarged by the "square process", a pantagraph, or better still, free hand. The stag should be full of grace and also suggest action. His apparent speed means that he is endeavoring to escape from a pursuing foe, and it is your purpose to tell a story with pen and ink and tell it effectively. The principal lines of lettering should be penciled very carefully with an eye to uniform size and spacing.

Drawings for the photo zinc process must be black—pale indistinct lines come out broken and ragged in the plate. If you use Zanerian ink do not dilute it with water when preparing work for the engraver. Specimens for framing may be executed in diluted ink for delicate effects. Was a former student of A. R. Dunton, that master of fine pen drawing in line and stipple, whose work could only be reproduced by the half-tone process. The beautiful delicate effects which rivaled steel engraving were obtained after many hours of painstaking labor. The modern engrosser uses brush and color to obtain these effects and does his work in a fraction of the time required by the Dunton method.

Outline initials "B" and "E" tint the face of the letters, using a number 170 Gillott's pen. Study the tone values.

Always do the off hand work first to preclude the possibility of mishaps peculiar to pen flourishing.

Study the arrangement and shading of the strokes and aim to produce an effective picture of line and color—one of dash and action. You may use finger or combined movement in outlining the stag. All other strokes must be made with a bold whole arm movement.

Use T square on drawing board and ruling pen in outlining Old English lettering, also for relief line. The smaller lettering is called the single stroke style, and does not need to be outlined in pencil—use pencil for spacing only. Finish Old English with a fine pointed pen—use the same pen for stippling around the stag.

We hope you will find many things about the design worthy of your best efforts and we trust that you will send us your work for suggestions.

Enclosed find check for which please continue sending the Business Educator to us. The Business Educator is a necessary part of our college equipment.

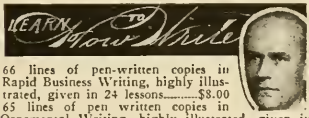
Fredonia Kansas Business College.
Ella T. Sheedy, Manager.

G. C. Greene spent his boyhood days on a farm in Western North Carolina. At the age of seventeen he began teaching in the rural schools of North Carolina. He next entered the Applachian State Normal School located at Boone, North Carolina, where he graduated four years later. After spending one year as principal of a Junior High School, he decided to take up Commercial training and entered Draughon's Business College, Oklahoma City, Oklahoma, where he completed a course and secured a position in the auditing department of the New Port News Shipbuilding and Dry Dock Company which he held for two years.

Being anxious to learn more of accounting Mr. Greene completed a course with the International School and later entered the Bowling Green Business University, Bowling Green, Kentucky, where he graduated from the Business Administration and Accounting course receiving the Master of Accounts degree. After graduating he remained one year to study special Penmanship and Illuminating under Mr. S. E. Leslie. Upon completion of this work in the summer of 1921 he accepted a position as head of the Penmanship Department of Goldey College, Wilmington, Deleware, which position he now holds. During this time he has completed courses in Public Speaking, Leadership and Efficiency.

Mr. Greene is very enthusiastic about his penmanship work as results indicate. In the last two years eighteen of his students have been awarded Professional Certificates in penmanship from the Zanerian College, which is the highest honor that can be given to those who are not in attendance at the Zanerian.

Mr. Greene is preparing a course of lessons in Business Writing for the Business Educator.



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T. M. TEVIS
Box., 25-C Chillicothe, Mo., U. S. A.

MR. MEADOWS SAYS

By George A. Meadows
President Draughon's Business College, Shreveport, La.

THE FUTURE OF THE PRIVATE COMMERCIAL SCHOOL

The private commercial school that is founded on the right principles, that maintains a high-class teaching staff, that occupies good quarters, that is thoroughly equipped, and that practices high ideals, need have no fear about its future—provided its management is alert and aggressive.

The commercial school that proposes merely to give a "smattering" of bookkeeping and stenography is DOOMED. High school commercial departments and parochial school commercial departments are rapidly eliminating the necessity of such schools—of schools that merely give a "smattering" of bookkeeping and stenography.

On the other hand, the private commercial school that offers THOROUGH courses, not only in bookkeeping and stenography, but also in accounting, business administration, secretarial science, etc., that maintaines a teaching staff the equal of our high schools and literary colleges, and that assists its graduates in securing a foothold in the business world—THIS type of school has a good future.

The private commercial school man who is doing business today as he did ten or twenty years ago had better take account of "the handwriting on the wall," and begin to shape his policies, immediately, with a view of offering the higher type courses—the longer, broader courses—under the better type of commercial teachers.

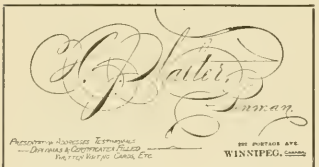
There is no reason in the world why the private commercial school shouldn't get $250.00 to $300.00 and more, for its courses, and when it does that it won't be in competition with the ordinary private commercial schools and the high school and parochial school commercial departments.

During the years to come, it is truly going to be a case of "the survival of the fittest." But if we can give a two years' college commercial course in twelve to fifteen months—which we can do with the proper instructors—there will be a demand for our services, because of the saving to be made by the student in the long run, of the practical training that he can get in the private school, and of our ability to help him get located when he has finished.

Mr. B. C. Bacon of Oakland, California is now connected with the Roanoke, Va., Business College. Mr. Bacon is one of the most skillful penmen in the country, and we hope later to have the pleasure of presenting in our columns, some work from his pen.

Miss G. Lane Bishop, 13 Middle St., Portsmouth, Va., Supervisor of Penmanship in the Norfolk County White Schools, submitted some of her excellent work in business writing, lettering, and ornamental penmanship. We wish to compliment Miss Bishop on her skill.

The above is P. L. Greenwood of the Commercial Department, Roosevelt High School, Minneapolis, Minn. This fish was caught a few years ago in Lake Minnetonka. At this time the fish in the lake are larger, so Mr. Greenwood says.
We would like to know how to catch fish like this, and what kind of bait our good friend used. We are wondering just how much bigger the next fish will be that is caught and photographed for the Business Educator.



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Diplomas

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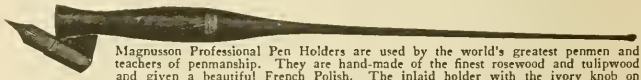
Arthur J. Scheff

Diploma Lettering by H. M. Sherman, penmanship teacher at State Teachers College, West Chester, Pa.



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Harvard University—July 8 to August 17, 1929

One course deals with Organization and Supervision of Commercial Education—for Supervisors and Heads of Commercial Departments who wish to become supervisors. Also a course in which the High School Commercial Curriculum is analyzed; and another which deals with methods of teaching junior business training, bookkeeping, business writing, and business arithmetic as a unit of commercial training. Circular on request. Address F. G. Nichols, Lawrence Hall, Kirkland Street, Cambridge, Massachusetts.

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FROM EAST AND WEST

This is written March 1. Since Christmas positions have been offered to eight of our nominees for the high schools of one large city. Six accepted and are teaching there now. They came from Washington, California, Illinois, Indiana, and Virginia. Salaries $1600 to $2200. May we help you too?
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Largest Teachers' Agency in the West. We Enroll Only Normal and College Graduates. Photo copies made from original, 25, for $1.50. Copyrighted Booklet, "How to Apply and Secure Promotion, with Laws of Certification of Western States, etc., etc., etc.," free to members, 50c to non-members. Every teacher needs it. Write today for enrollment card and information.

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LAWRENCE BUSINESS COLLEGE

The above is the home of the Lawrence, Kansas, Business College, which occupies three floors of this building. This school has a distinction of being the oldest business college in Kansas, having been established sixty years ago. As the years have gone by this school has kept pace with commercial education and today is offering up-to-date courses in commercial subjects.

W. H. Quackenbush is the president of the institution and E. S. Weatherby is the superintendent.

Surely the institution is to be complimented on its many years of faithful service to commercial education. Thousands of young men and women have entered its doors and have come on through to success.

Your Name Elegantly Written on
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MELFORT BUSINESS COLLEGE

The above Business College is the "Baby" in the famous Garbutt-Success Chain of Business Colleges—the largest chain of Commercial Schools in Canada.

It was brought to life by Mr. James F. Pirie of the Success Business College, Prince Albert, Saskatchewan, and is directly under his supervision.

The Principal in charge is Miss Lucy T. McBeath—Holder of the Zaner Method Teachers Certificate—a young lady with excellent qualifications to teach all branches of Commercial Work.

The schools at Prince Albert and Melfort are within an ace of being the "Farthest North" Business Colleges, both places being on the direct route of the new line to the famous Hudson's Bay, and are in the midst of an excellent mixed farming district.

To the North, and within easy reach is the Famous Mineral Belt and the Big Game Hunting Grounds.

The district is very much on the Canadian Map as the "Coming Country."

Very beautiful cards and light line lettering have been received from W. B. Snyder, Lancaster, Pa. Mr. Snyder is a retired printer in his seventy-seventh year. He is to be congratulated upon his ability.

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HENRY D. GOSHERT

Noted Penman and Engrosser Die

On February 9, Henry D. Goshert, years, died in the Missouri Baptist H pital, of bronchial pneumonia, contra ed after an operation.

Mr. Goshert was a penman of hi order. He engrossed resolutions, testim ials, etc., in St. Louis for the past years. Some of his engrossing inclu testimonials presented to Marshal Fo Gen. Pershing and Col. Lindbergh.

We have known Mr. Goshert for ma years, and have held him in high estee both as a penman and as a man.

He was associated lately with O. White in engrossing work, who will co tinue the business.

We extend our sincere sympathy to widow.

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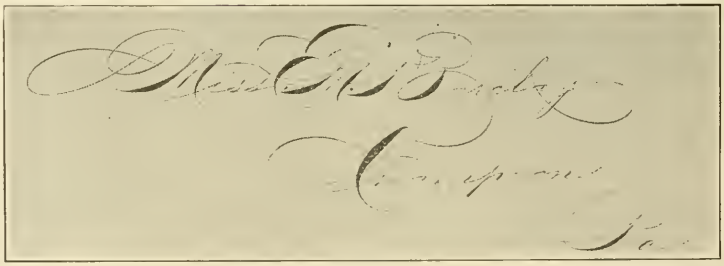

Mr. S. H. Kallenbach, Greensburg, Pa., writes a very free, graceful ornamental style. We want to compliment him on the skill and dash which he gets into his writing.

BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to enable our readers to determine its value.

Layouts for Advertising, by John Dell. Published by Frederick J. Drake Company, Chicago, Illinois. Imitation leather binding, 175 pages.

This useful handbook, containing 700 layout suggestions used in magazines, newspapers, booklets, folders, broadsides, letterheads, posters, with specimens of type and borders, is proving its value in the field of advertising art. This book contains no text matter, no long descriptive articles; just the illustrations of actual layouts.

Rowe's New Cost Accounting, revised by J. W. Alexander, C. P. A., and A. E. Lenhart. Published by The H. M. Rowe Company, Baltimore, Md. Cloth cover, 96 pages. Copyright 1928.

Each chapter discusses a specific phase of Cost Accounting. At the end of the chapters are given a number of Theory Questions. The statement forms agree with modern practice and with the Cost Formula. The modern twelve-column working sheet, as used by practicing accountants, is thoroughly explained and illustrated. The Direct Material Cost or Quantity Method of distributing manufacturing expenses is fully discussed. The text includes a great many script illustrations in color. The manfacturing problems and the glossary of accounting terms are valuable features.

Accompanying the text, there is a practice set consisting of a Budget with Business Papers, a set of Blank Books, and an envelope of Outgoing Papers. The Instructors' Audit Book shows the results of all transactions in complete detail. It is conveniently thumb-indexed so that the teacher can quickly find anything he wants.

ROWE'S NEW COST ACCOUNTING represents modern cost practice and procedure, organized on a teaching plan that is at once interesting and effective.

Commercial Education in Secondary Schools, by Harry D. Kitson, Professor of Education, Teachers College, Columbia University. Published by Ginn & Co., Boston, Mass. Cloth cover, 374 pages.

It is the purpose of this book to record the steps that the secondary schools are taking to emancipate themselves from the prepossessions and traditions of the old order, and to lay out the lines along which they can develop a type of commercial education that will meet the needs of modern business.

Four main ideas run through the book: First, it is the duty of secondary schools to acquaint young people with the elementary processes of business life. Second, the schools should not be mere clerk factories. In addition to providing facilities for the acquisition of skills, they should instill understanding and insight. Third, commercial education ought to do away with the "academic" type of teaching. By academic we mean a point of view which regards subject matter as an end in itself. The view recommended in this book is that the facts imparted in a commercial course should be presented not as entities remote from life, but as parts of life. We propose that business processes be presented not as subject matters, but as functions of human intercourse.

The fourth idea that animates this book is that commercial education should have a scientific basis. It should not be administered by guesswork or even by rule of thumb, but on a scientific foundation. To this end we must study business procedures so as to discover the things that workers in business do; assemble the materials into teaching units; ascertain by experiment the most effective ways of presenting the materials; finally, by means of measurement, evaluate the effectiveness of our teaching. In realizing this conception, we have made only slight progress, since the application of scientific methods in education is only relatively new. Still, there have been enough instances of this method of approach to show that it is a profitable basis for administering commercial education.

Psychology For Executives, by Elliott Dunlap Smith, A. B., LL. B., Published by Harper & Brothers, New York City, N. Y. Cloth cover, 262 pages.

Most of the problems of man management must be handled by the executive and foreman himself in direct contact with employees. This requires that he have a clear understanding of human nature and of the typical characteristics of individual and group behavior.

This book will supply executives with such an understanding in plain and simple terms and with helpful use of illustrative cases drawn from the author's experience.

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How to Sketch From Life, by Len A. Doust. Published by Bridgman Publishers, Pelham, New York. Cloth cover, 63 pages.

This book tells clearly and concisely how to become an efficient figure artist. It carefully analyzes the details of the subject and arranges an elementary progressive program of study which enables the beginer to thoroughly master the rudiments of sketching from life. This book is of extreme value to the teacher and art student and beginner. Of the 63 pages, 12 are full-page illustrations.

Scientific Dictation Studies, by Charles G. Reigner, A. B., LL. B. Published by The H. M. Rowe Company, Baltimore, Md. Artcraft covers, 144 pages. Copyright 1929.

This book is a work pad for shorthand students, 8"x10½" in size. The pad contains 70 studies constructed on a new and original plan. Each Study is a unit and consists of the material printed on both sides of the sheet. At the top of each page are given the shorthand outliness for words and phrases from the letters or articles appearing on that page. Those same words and phrases are *printed* on the outer half of the sheet. Each sheet is perforated, and the practice work may be detached and handed to the teacher.

At the bottom of each page are given a number of Notes which give concrete instructions on matters of English, spelling, arrangement, and transcript work.

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Accountants' and Auditors' Manual, by William M. Stone in collaboration with J. Lee Nicholson, C. P. A., Charles J. Nyasmyth, F. A. A., C. P. A., Stuart Chase, C. P. A., and Nelson H. Prouty, F. A. A., C. P. A. Published by International Textbook Company, Scranton, Pa. Red leatheroid binding, gold stamping, 430 pages.

Seasoned practitioners, bookkeepers, clerks, and business men, as well as students of accountancy will find in the pages of this manual authentic information bearing on problems arising in their everyday work. The publishers have not attempted to produce an accountants' cyclopedia, but rather to treat thoroughly and concisely the principles of accounting and their application and to include such further information of interest and use to accountants as can be contained in a pocket-size reference book.

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The Business Administration of a School System, by Ward G. Reeder, Associate Professor of School Administration, Ohio State University. Published by Ginn & Company, Boston, Mass. Cloth cover, 454 pages.

Of the many excellent books on school administration available, there are unusually few on that large and important phase—its business affairs.

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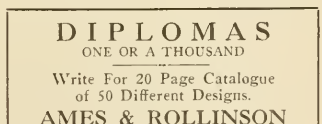

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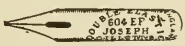

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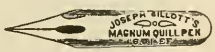

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Volume XXXV May, 1930 No. IX

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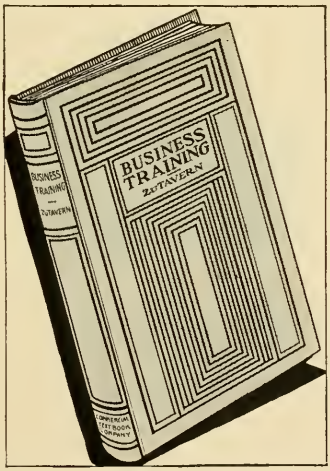

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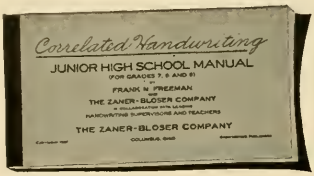

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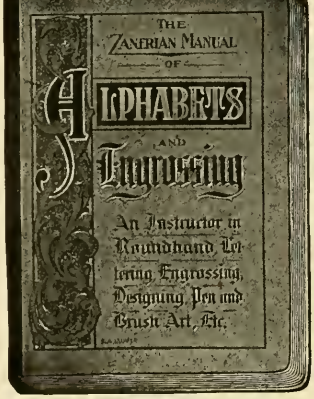

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THE Business Educator

VOLUME XXXV COLUMBUS, OHIO, MAY, 1930 No. IX

AN EVENING AT THE PEN AND PENCIL CLUB

The other Tuesday evening we visited the above club to watch the members draw and paint, to see the exhibits of various art work made and brought in by members, and to chat with old friends of the art world. It is a great experience to attend these meetings. It sends one back to his desk with new ideas and ambitions. The Pen and Pencil Club is composed of artists and aspiring artists of Columbus. Some are talented and some are amateurs. There are oil painters, cartoonists, commercial artists and some are interested in various lines of art work.

This little club has had many famous men among its members. George Bellows, America's foremost painter, got his inspiration and start in this little club. C. P. Zaner was for many years an active member. Well do I remember a sketching trip to which I was invited 20 years ago. The sight of a dozen men painting scenery in that beautiful way that Zaner and some of the other artists could paint will always remain as one of the most pleasant memories of my life.

Results of Twenty Years of Work

The other evening as we passed among the various members exchanging greetings and viewing their efforts at drawing from a model, we came to one man who was on that sketching trip, at that time a beginner. This man, an intelligent, jolly, and well liked person, has been in the art business all these years. To our great surprise and regret, his work that evening was seemingly no better than it was 20 years ago. This man got into a rut and never took any additional instruction. He seems satisfied with his efforts while many other members of this little club have excelled him by setting their goal high and by attending night schools and summer schools, and joining art tours.

What will 20 years or even 5 years mean to you in your penmanship work? Will it find you better or just drifting along in the same old rut while around you are many opportunities?

How many who read this do a little work each day on self-improvement along the penmanship and engrossing lines? We should do something outside of our daily work—something in which we put our very best. Our daily work may not, because of price and time, justify the highest quality of work one is able to produce. For instance, if you are only getting $1.00 for a job, you cannot spend a day on it or as much time as you do on a $10.00 job. If your orders are, therefore, of the $1.00 class it is necessary for you each day to do a little of the real careful work just for your own sake, otherwise you will get into a rut, and in twenty years, yes, less than twenty years, you will be in a hole from which you can never rise.

Are you taking advantage of the various courses of lessons given in the Business Educator? Have you received the best training that is available? A good school can help you to advance. It may only be a week spent at summer school or a correspondence course, but it may be the difference between success and failure.

E. A. LUPFER.

THE LATE RALPH E. KIBBE

Ralph E. Kibbe, who succeeded his father, H. W. Kibbe, in the engrossing business in Boston, Mass., died February 27, 1930.

In 1890, H. W. Kibbe went to Boston to estabish an engrossing studio which he conducted successfully until his death in 1905. While conducting his engrossing studio, H. W. Kibbe published "Kibbe's Chirographic Quarterly" and "Kibbe's Alphabets". He became recognized as a very fine engrossing artist. At the time of his death, he was succeeded by his son, Ralph E., who had received training in the studio from his father and had also taken an art course.

Ralph E. saw service with the marines in the Philippines in the 90's. While in the service he contracted yellow fever and climatic fever. It is not known whether this had anything to do with his weakened condition or not. Although he was not very strong, he kept persistently at his work.

Thus, two Kibbes, H. W. and Ralph E., have served the penmanship profession well.

Raymond C. Goodfellow, the new president of the National Association of Penmanship Teachers and Supervisors, which will meet in Cincinnati, Ohio, next year. Mr. Goodfellow is the Director Commercial Education and Handwriting, Newark, N. J.

A STORY WORTH READING

Read the inspiring life story of one of America's most skillful engrossers and pen artists in this issue, told by C. R. McCann in his story, "Breaker Boy."

After you have read the story, pass it on to some other young man or woman.

THE BUSINESS EDUCATOR
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PARKER ZANER BLOSER ... Business Mgr.

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The BUSINESS EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

Practical Handwriting

By the late C. P. ZANER

who was recognized as the greatest all-round penman

No. 4

MUSCULAR ADJUSTMENT

When the body or any part of it is in repost, the muscles are relaxed. That is, they are quiet and inactive and unable to move until acted upon by mind through nerves.

When the body or any part of it is in action, the muscles are tensioned or tightened to correspond with the resistance necessary to perform the required task.

It is just as foolish to tension the muscles tightly to move a small object as it is to attempt to move a heavy one without tensioning them at all.

Writing being a small art, and the pen being a small implement, the muscles should not be tensioned tightly. To grip the pen tightly means that you cramp the muscles and thus prevent freedom and ease of action.

Therefore learn to hold the pen gently rather than to pinch it with a vise-like grip, and the muscles will act much more easily and gracefully.

HOW LONG BEFORE ARM MOVEMENT CAN BE USED IN ALL WRITTEN WORK?

That depends more upon your determination than upon anything else. A few can do it within a week after securing a good position and a free action at the elbow. Many can do it within three months. All can do it within six months, if instructions are followed.

The longer you go on using the finger movement the harder it is to change. The earlier you begin to use arm movement in all written work the sooner your writing will begin to improve. For the more you use arm movement the easier and more manageable and graceful it becomes.

The written Spelling lesson is the best time to begin to apply the arm movement after having gotten it started during the formal drill in the Writing lesson.

At first your writing may be merely legible, when attempting the arm movement, but soon the lines will begin to show smoothness and some grace; then the forms will show less irregularity; after which they will begin to appear more graceful and symmetrical. After this it is more fun than discouragement; more inspiration than perspiration; more success than failures.

Are you going to stay with it and succeed, or let the hand flop over on one side and fail? If you have read and practiced thus far, we feel sure you will not now abandon a good thing, but go on to success in writing.

C. P. Zaner

RATE OF SPEED IN SUCCESSFUL WRITING

The right speed is as necessary in writing as in the operation of other machines or in the performance of other skillful arts. It is important, therefore, to secure the right rate of speed as well as the right kind of motion.

The three lines of writing shown below will help us to understand about how fast to practice and to write most successfully.

The first line was drawn slowly with the restricted finger movement and in about two minutes. It is good in form but too slow to be of commercial value.

The second line was written rather recklessly with the arm movement in about one-fourth minute. It is rapid but irregular and not very legible.

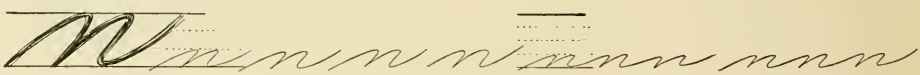
The third line is not as precise as the first but better than the second. It was written in about one-half minute with an easy, graceful, arm movement.

You should practice freely at all times; never in a slow, cramped manner, nor in a reckless, careless manner.

Fifteen words a minute is a good rate of speed to practice, because it is not so fast but that one can observe and criticise and direct the pen all at the same time. And it is fast enough to secure the right movement, the right touch of the pen to the paper, and graceful forms.

Remember that time spent in drawing script forms is lost, because it never develops power to write freely and practically.

Movement Exercises Train the Muscles of the Arm and Make Writing Easy

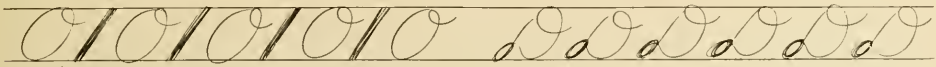


The **n**, like the **u**, is composed of five strokes; two of which are nearly straight, and three of which are curved. It contains three turns, and one angle; the last upper turn should be as rounding as the first, and the lower turn should be no more rounding than the upper turns. The last down stroke should be the same in slant as the first down stroke. The tendency is to slant the last down stroke less than the first. Count: 1, 2, 3; 1, 2, 3; etc., for each up stroke.

It is not a bad plan first to go over the large retraced **n** with a dry pen, and then make it across the page with ink. Keep the elbow well out from the body, and have the penholder pointing over the shoulder, in order to secure a perfectly free movement. In joining the letter, see that the spacing between the letters is wider than the spacing in the letters. This wide spacing forces the little finger to slip freely from left to right, which indicates that you are using arm movement. Watch final strokes.

Begin and end each word-like exercise with a graceful motion. See that the **n's** are rounding at the top and the **i's** and **u's** sharp. Keep the down stroke on the same slant, and nearly straight. Repeat each four times on a line, and at a rate of sixteen a minute; not that many each minute, because you should pause after each to see wherein it is poor and wherein you can improve it the next time. See that the little finger slips freely from letter to letter.

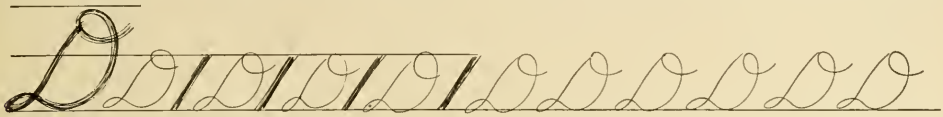
This is an excellent review lesson and should show some improvement in both form and movement.



Alternate the **O** and straight-line tracer, counting, 1, 2, 3; 1, 2, 3, 4, 5, 6; 1, 2, 3, etc.

For the **D** tracer, count: start, 1, 2, 3, 4, 5, finish, making sixteen a minute.

Enthusiasm makes things easy. If you are interested you will enjoy the writing hour. Start to work enthusiastically and see how easily you can conquer that right arm of yours. Be observant and careful concerning spacing between forms and relative length and width of ovals. See that the straight-line exercises agree in slant with the ovals. Drive the pen; do not drag it. Cultivate a light, elastic touch of the pen to the paper

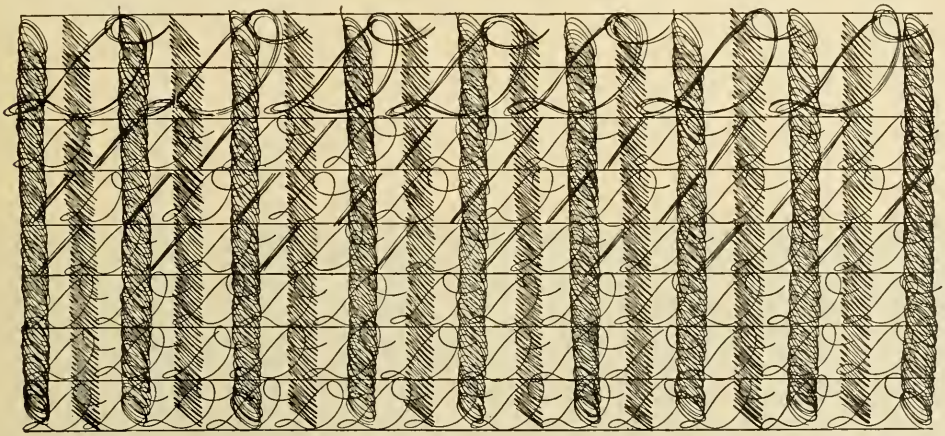


The **D** begins and ends much the same as **O.** But it does not begin with quite as much curve nor end with quite as large a loop. This letter has what may be termed a toe and a heel, both of which should touch the base line, much the same as the toes and heels of people touch the floor while writing. Keep the lower loop smaller than the upper loop, and the oval nearly as wide as the **O.**

Count: 1, 2, 3, for **D.** Make at the rate of about fifty a minute. Of course, not that many every minute, but when the pen is on the paper it ought to move at about that rate of speed. Begin and end the letter with a graceful motion, pausing, if need be, a very little in the formation of the lower loop. Alternating the **O** and the straight-line tracer is good practice, and helps to start the **D.**

Be sure you have a good position. Where are your elbows? How about the direction of the penholder? Does the side of the hand touch the paper? At what angle do you hold your paper? Are both feet flat on the floor? These things are all necessary for good writing and good health, and now is the time to form the habit of sitting correctly.

D. O. Dunn is a fine name to practice because the **D** and **O** are similar and so are the **u** and **n.** You ought to be able to write this name well about eight times a minute. See that both parts of the **D** touch the base line, and watch carefully the slant of the down strokes in the small letters. Compare first and last strokes of the small letters; they should be the same in slant and curve.



This plate shows the method of arranging and practicing copies crosswise over others. These exercises should be practiced crosswise of the ruling, in order to school the eye in direction and size. Paper is economized by following this plan.

Use a quick push-and-pull arm movement in these exercises and make them at the rate of about two hundred down strokes a minute. Make each section without raising the pen or halting the motion.

The open exercises cannot be executed quite as rapidly as the compact, but they can and should be executed rapidly. Let ease of execution be your motto and your method, and graceful writing will follow as surely as result follows cause. Good writing is the result of critical observation, careful practice, and perseverence. Keep turns rounding, angles sharp, and spacing uniform.

The **m** is composed of four turns and two angles. All of the down strokes should be the same in slant, and all of the turns should be equally rounding. The last upper turn should be no sharper than the others, and the lower turn should be no more rounding than the upper. The spaces between the down strokes should be equal, and the up strokes should be on the same slant. The last stroke should not curve more than the first.

Make the tracer one full space high. The arm should not slip at the elbow, but act freely upon the muscles located on the underside of the arm. The sleeve should be loose. Keep the body erect, and do not allow the hand to rest on its side; also see that the paper is placed as shown in the fore part of the book. Count on the up strokes: 1, 2, 3, 4; 1, 2, 3, 4, etc., at the rate of about thirty separate letters to the minute.

Review the **n** and **m** by joining them into an exercise, using a quick arm movement and watching upper and lower turns closely to keep all equally rounding.

This is a fine word to practice and to improve upon. If you have a good position, the paper turned at the right angle, and the arm resting lightly on the muscle in front of the elbow, you should be able to write the word **minimum** without raising the pen except to dot the **i's** after the word is completed. The spacing should be wide between the letters but the letters themselves should not be wide. Do not work with a dragging, heavy action, but strive for lightness of touch and gracefulness of motion. Use no finger action in such words.

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C. Spencer Chambers, Supervisor of Writing, Syracuse, N. Y., wrote the above.

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By A. D. Taylor

Practical Business Writing

By G. C. GREENE

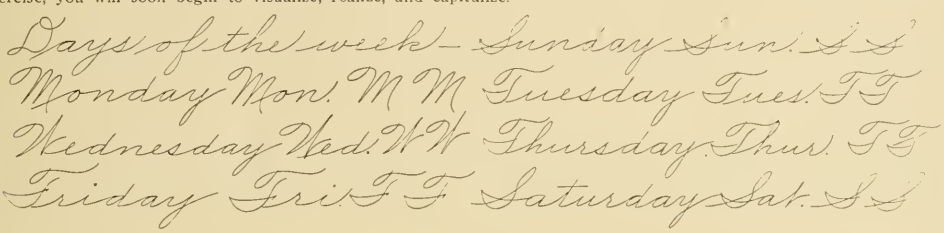
Head of Penmanship Department, Goldey College, Wilmington, Delaware

Send 25c with five of your lessons (one to a page) for criticisms and helpful suggestions.

No. 9

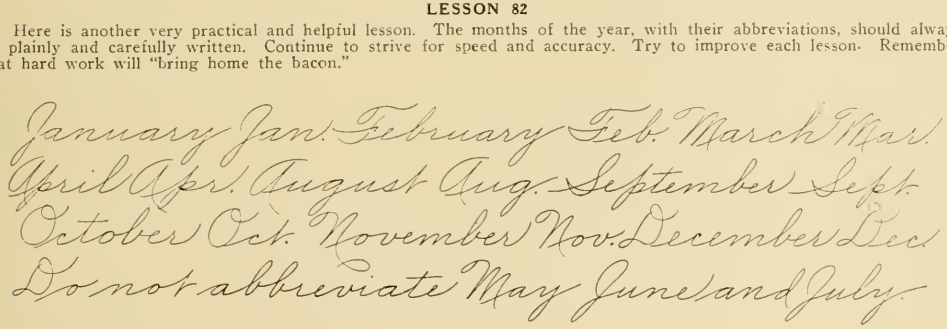
LESSON 81

It has been my plan, in this course, to make the work interesting and practical. The days of the week are often written by everybody. The extra capitals are to give you practice on these particular letters. Continue to work until this lesson becomes easy. In the study of penmanship, as in other subjects, if you will systematize, specialize, and exercise, you will soon begin to visualize, realize, and capitalize.



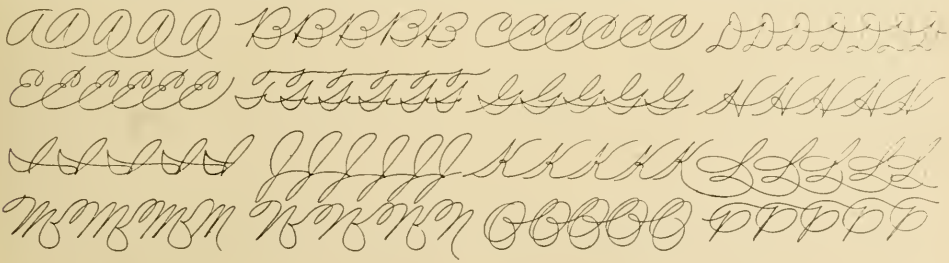
LESSON 82

Here is another very practical and helpful lesson. The months of the year, with their abbreviations, should always be plainly and carefully written. Continue to strive for speed and accuracy. Try to improve each lesson. Remember that hard work will "bring home the bacon."



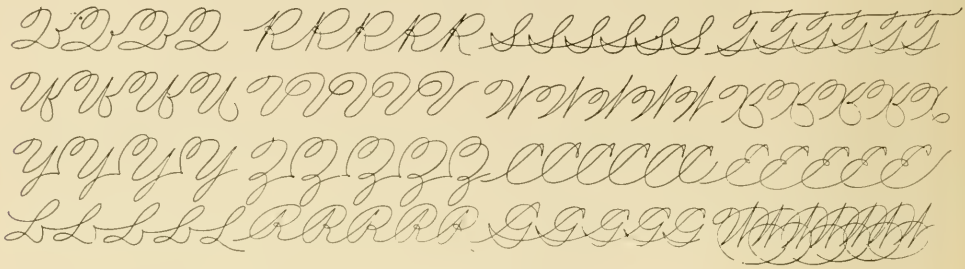
LESSON 83

You are now introduced to the capital letters in a continuous connective drill. Do not give this lesson up because it seems hard at first. You must move at a good rate of speed in these exercises. There is no better drill than these letter combinations to give you a strong, accurate handwriting. Your first attempts may be very crude, (so were mine) but if you will remember that "the darkest part of the night is just before dawn" it may help you to keep working just a little longer. What others have done, you can do. You cannot fail. You must win.



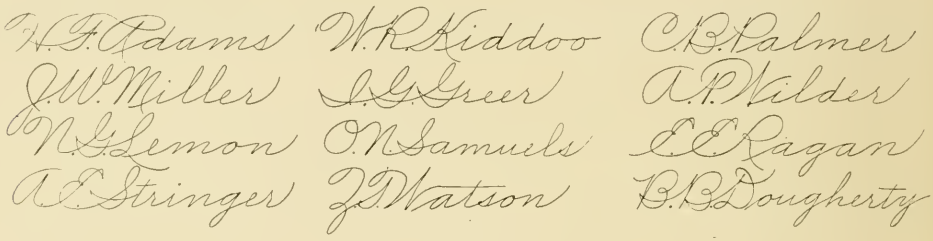
LESSON 84

You will observe that my work is far from perfection. I would not write perfect copies for you if I could. You can soon learn to equal or surpass these drills. By doing this you gain confidence. See how many letters you can make better than the copy. Keep up speed! Capital letter exercises of this kind are a great help in writing signatures. When your movement gets slow and sluggish, come back to Lessons 83 and 84 for pep and enthusiasm.



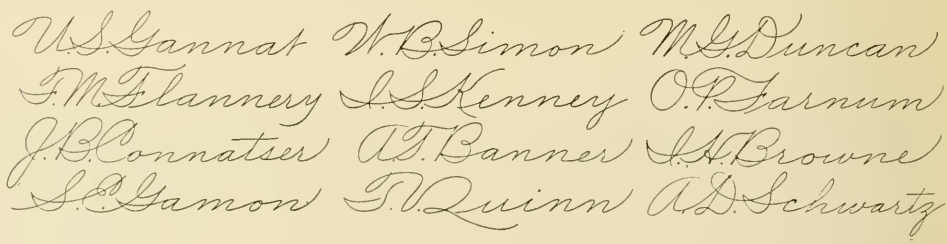
LESSON 85

Now you have an opportunity to demonstrate your ability to use the letter drills you have just had. Keep your pen moving at a rate of speed sufficient to enable you to get clear lines. In writing signatures, keep the spaces equal between the initials. Do not make the capitals too large. Keep the letters even in height. Work out the one best way to use your signature and always write it the same way. Your signature is your trade-mark. It may be very valuable to you some day. What your trade-mark means to the public will depend entirely on what you have behind that trade-mark.



LESSON 86

For practice make these signatures much larger than the copy, then smaller, in this way you will develop control of your muscles. This will enable you to write ledger heads and also write in small spaces. After you have completed these signatures, see how well you can write your own signature and those of your friends. Keep a good supply of self control and common sense at your disposal and you will be more successful in your work.



LESSON 87

In this lesson you have some of the most common names of girls. By a little observation you will find that this is a very important lesson as these few names cover a large per cent of all the names now given to girls. Girls should never use their initials when writing their name. Strive hard to write your own name well. Always write your name the same way. A small, legible handwriting is commendable to anyone. Cheer up, but do not give up!

Francis C. Winters Mary E. Kempton
Elsie S. Schwartz Evelyn L. Tompson
Elizabeth A. Gregg Anna I. Dennison
Ruth M. Summers Catherine J. Noonan
Margaret H. Pennock Virginia E. Smith

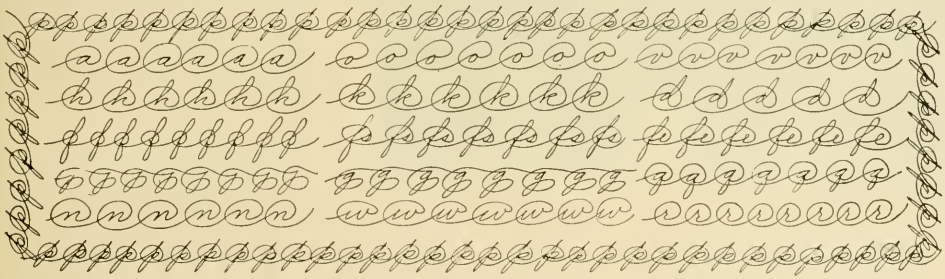
LESSON 88

Start out with a new determination in this lesson. Use the best materials and have everything in perfect shape. You are now to concentrate on a style of writing somewhat smaller than what you have had in the previous lessons. You should now decrease your writing to the size of this copy. If you do not succeed at first don't become discouraged, but keep trying. The remainder of this course will be presented in a small, rapid, practical style of writing.

You should study, practice and use a small legible, rapid style of writing for bookkeeping, correspondence and general business purposes. There is no other style that so adequately meets the requirements for speed and accuracy.

LESSON 89

In this lesson I have given you a good exercise and also a review that will be interesting and helpful. Plan this lesson carefully. Build the border exercise first, then put in the other drills. Use three colors of ink, one for the border, one for the center row—f—drill, and the third color for the remainder of the drills. Do not pass this lesson up because it looks complicated, but pull off your coat, roll up your sleeves, and make it just like the copy. Get that joy which comes only to those who do things.



LESSON 90

You will observe that you have in this lesson a very fine review for many of the letters. You also have a good drill in making commas. As these words are often written, you should not hesitate to spend sufficient time to put this lesson in excellent shape.

Do not miss the June copy of the Business Educator, for you will like it best of all. At this busy season of the year please reserve enough time to finish up this course and get your certificate.

Holidays and Anniversaries are often written by many people. New Year's Day, Lincoln's Birthday, St. Valentine's Day, Washington's Birthday, Good Friday, Easter Sunday, Mother's Day, Independence Day, Labor Day, Columbus Day, Memorial Day, Armistice Day, Thanksgiving Day, Christmas Day.

These beautiful ornamental signatures were written by James T. Maher, Indiana Business College, Marion, Ind.

This is the penmanship class at the Berea Academy, Berea, Ky. Miss Mary Moore, the penmanship instructor, is seated in the center, bottom row, dressed in white. Miss Moore is a very skillful penman not only handling business writing, but also does ornamental and text lettering quite proficiently. Miss Moore is a former student of the Zanerian College.
The above class all won Zaner-Bloser penmanship certificates.

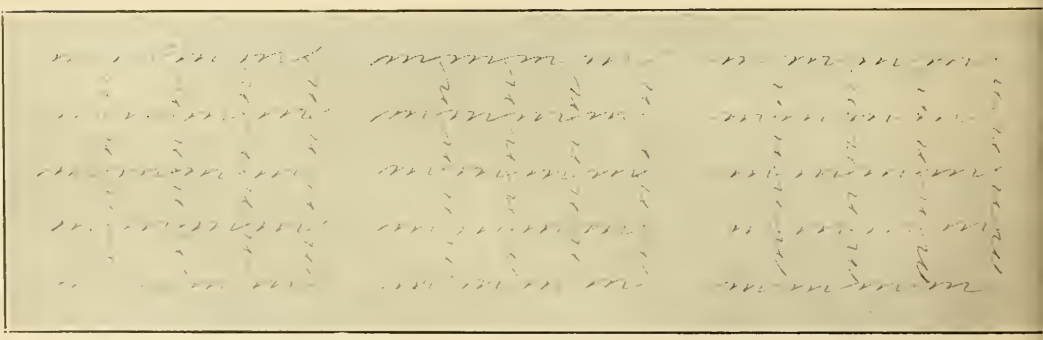
Cleo Stratton

The above is Cleo Stratton, a progressive young teacher in the third and fourth grades of the Augusta, Montana Public Schools. Miss Stratton, desiring to improve her handwriting and her ability to teach penmanship to her pupils, enrolled in the Zaner Method Correspondence Course. She is progressing very nicely and it is needless to say her class is receiving especially good instructions in handwriting.

EXCHANGE DEPARTMENT

From time to time we have requests to run the names of penmen who are willing to exchange specimens with other penmen. Send on your name and address for the Exchange Department. The first one we have for our list is Edwin Anderson, pen artist of 618 Sixth Ave., E., Duluth, Minn. Some lifelong friendships can be created by exchange of specimens and correspondence.

A photograph of a large portrait of C. P. Zaner, made by M. Otero Colmenero, Box 909, San Juan, P. R., has been received. Mr. Colmenero makes portraits in pencil for pastime. It is a very good likeness of Mr. Zaner and we wish it were possible for us to pass it on to our readers.



This specimen was written by James H. Yeager, a student in the Churchman Business College, Easton, Pa. H. W. Warren, Teacher.

We are the roadside flowers.
Straying from garden ground
Lovers of idles hours,
Breakers of ordered bounds
Stella Belanick

We are the roadside flowers
Straying from garden grounds,
Lovers of idle hours,
Breakers of ordered bounds.
Sophie Sobolewski

The above specimens were written by students of Grace Price, Rachel, West Virginia. They were selected from a package of specimens received from Miss Price who states that the boys and girls never had any special writing lessons until she took charge of the class about six months ago. She had to break up finger movement and train them to use their arms. All of the pupils in her class are on the road to success from using arm movement.
Miss Price is a former Zanerian.

Alphabet Standards

A A B B B C C C D E E F F F
G G H H H I I I J K K K K
L L M M M N N N O P P P Q
Q R R R S S T T T U U U
V V W W W X X X Y Y Z Z
a a b c c d d e f g g h i j
k l m n o o p p q q r r
s s t t u v w x x y y z
$ $ ¢ 1 2 2 3 4 5 6 7 8 9 0 3½ 1⅔ % a/c
— Sawyier

By Tom Sawyier, Bentley School, Boston.

STATE CONTEST

The Virginia State Commercial Contest will be held at the State Teachers College at Fredericksburg, Va., on May 10, 1930.

The subjects included will be bookkeeping, shorthand, and typewriting.

The Group or District Contests will be held on April 26 at the following centers with the respective named individuals as group captains:

1. Cape Charles, Fannie M. Thomas.
2. South Norfolk, Esther Kessler.
3. Hopewell, Annie Mae Hodges.
4. Richmond, Clyde M. Overbey.
5. Alexandria, Dorothy Childress.
6. Waynesboro, Mrs. C. N. Pace, Jr.
7. Lynchburg, Dorothy Chiles.
8. Pulaski, Mildred R. DuVal.

The contest is sponsored by the Virginia Commercial Education Association.

E. F. BURMAHLN,
State Contest Manager,
C. E. Glass Senior High School,
Lynchburg, Va.

Are you working for a B. E. Certificate? Get illustrated circular.

Supplementary Business Writing

By C. C. Lister, Maxwell Training School for Teachers, New York City

The true educational procedure in learning is to advance from the easy to the difficult; and who doubts that large writing is easier for the children than small writing? Large writing aids in mastering form, since it makes perception so much clearer and execution easier. It is easier, freer, and more spontaneous. It avoids eye strain. Large forms are more nearly in line with the nervous and muscular development and adjustment of the child. The pleasurable feeling that accompanies natural achievement in writing does much to stimulate continued interest and success. For that reason blackboard writing should precede writing with pencil and paper. Lister, 1930

Mankato, Minn. May 4, '29.

Dear Sir:

I am sending this as a sample of my easy rapid business writing, as it is at the present time.

Sincerely,

R. Viergever

Dashy business writing by Mr. Viergever, Mankato Commercial College, Mankato, Minn.

PUBLIC SCHOOL HANDWRINING

By FRANK H. ARNOLD, Supervisor of Writing
Spokane, Washington

HANDWRITING SPEED

To increase the handwriting speed of pupils is not an easy task. Any marked increase of speed is not acquired in a day, a week or a month. By no means is the speed problem a minor one. We must recognize that fact in any discussion of the subject.

Some teachers seem to think that a great deal of capital letter practice will result in increased speed. Because of this belief the capital letter is often very much over emphasized. The fact of the matter is this: Capital letters do not occur often in any selection and form only a small part of the total number of letters used. For instance, I have just counted the number of letters contained in a selection found in compendium No. 6—Freeman's Correlated Handwriting. I shall give the selection below:

Habit

What we do over and over again becomes a habit. Our habits make up a great part of what we are. Good and bad habits are made in the same way. We may have good habits of writing, speaking and acting by doing these things as well as we can all the time.

In the above selection there are 199 letters, if we include the heading. Of the 199 letters only five are capitals. In other words, less than 3 per cent of all the letters used in the selection are capitals. You cannot increase the speed of writing 97 per cent of the letters used in the selection by any kind of capital letter practice, for, let me repeat **97 per cent of the letters are small letters.** If you double your speed by much practice of writing the five capital letters, you have done practically nothing towards increasing the speed required to write the whole selection. It surely is evident that one must seek some other method of increasing speed than by spending much time on capital letter practice. We can eliminate the capital letter in any discussion of means to secure speed.

Some teachers try another plan to work up speed. They take a single sentence and have their pupils write it over and over. Well, that helps a little, but not much. The ordinary sentence contains only a part of the alphabet and only a few of the difficult letter combinations. Some pupils who can write a single sentence with amazing speed fall down completely when they attempt to write an unfamiliar paragraph that is read to them.

Beginning with the fifth grade, pupils must have a great deal of matter dictated to them if they are to acquire speed. They must be taught to hear well and to be alert. A child is a poor reader who can read fluently only what he has read a number of times. A child is a poor writer who can write rapidly and well only what he has practiced. I shall give below the type of matter that I would give as a dictation exercise:

A Good Watchman

"My neighbor has a German police dog that is very intelligent. One night while the family were all away attending a party, the neighbors became bothered by the steady and furious barking of the dog. Finally a man came down to investigate. He discovered smoke pouring out of a window and turned in a fire alarm in time to save the house. I hope the dog's master will never forget the service his dog performed that night."

The above selection was taken from a well know language book. The paragraph is an intensely interesting one to the average child. It is quite true that it contains a few hard words, but the average sixth grade child should be able to write it readily. Selections twice as long as the one given should often be used. It will not be hard to find suitable selections.

I would not have a child write a dictation exercise over and over again until he becomes tired of it. Find another selection. Always choose something interesting. Continue this type of practice until the pupils do not think it a difficult task to write any selection that may be read to them.

Now, what I have said in the foregoing paragraphs must not be interpreted to mean that I would do away with compendium practice. I have said several times this year that I believe in the use of compendiums and manuals. I would not think of trying to teach writing without a writing text. Dictated exercises should be used as supplementary practice matter. Such exercises will prevent monotony and listlessness. Try it.

So far in this article I have not said a word about the necessity of the pupil sitting in the proper position at his desk, and using muscular movement when he is trying to acquire speed. I take it for granted that no progressive teacher will think for a minute that any sort of speed practice is worth while unless one pays attention to these things. No one should have to mention these things when considering the question of handwriting speed.

THIRTY-NINTH ANNUAL REUNION

Goldey College Alumni held its Thirty-ninth annual reunion, dinner and dance, on March 5. The speaker of the evening was Dr. Samuel Stinmetz. He was introduced by J. C. Fuller, vice-president of Goldey College. The Evening Journal of Wilmington, Del., states that if the strength of an educational institution is measured by the strength and enthusiasm of its alumni, then surely Goldey College is blessed beyond measure. Goldey College is one of the strong business colleges and is doing a wonderful work for commercial education.

The delicate specimen reproduced above was sent to us by **E. J. Kneitl.** Mr. Kneitl is very much interested in Handwriting in its various phases. We believe he is doing a great deal of good in the way of promoting interest and enthusiasm in good Handwriting. This specimen was made by Bannell Sawyer and combines several phases of pen technique delicately and attractively done.

Form Study

As soon as you have developed a free easy movement and can apply it in the making of actual forms, it is then essential to devote considerable time in analytical study of the letters. The forms must be well made as well as freely and easily made. Writing to be good must be legible, and inaccurate forms can never be anything but illegible.

Divide the alphabet into groups; notice the points of difference between these groups, then the points of likeness within the groups, and the points of difference that distinguish one letter from another in the same group.

Every letter has some distinguishing characteristic — as the shoulder in r, the loop in e, the tick in c — and these distinguishing features must stand out prominently, or the letters lack character.

It requires a long time to learn to make these features easily, rapidly and well even in groups of the same letter, and how much harder it is to combine them in words when we have to execute, automatically almost, the intricate turns and angles and retraces that go to make up cursive writing.

No wonder some get discouraged at the magnitude of the task ahead of them, and want to quit in despair when they find it almost an impossibility to make two i's look alike. But keep at it. Concentrated practice will win in the end, and some day when you are a real penman you will look back with a certain satisfaction on these moments of discouragement, and will feel in your heart that they were good for you, developing your stick-to-it-iveness, a highly necessary characteristic in these days when tenacity of purpose may mean, and frequently does mean, the difference between ultimate success and failure.

The seventh of a series of ten beautiful pages by J. J. Bailey, High School of Commerce, Toronto, Ontario, Canada. Be sure to read what Mr. Bailey has to say in these beautiful pages.

BALKY CRITTERS AND BALKY FOLKS

By J. A. SAVAGE,
Supervisor of Writing, Omaha Nebraska, Public Schools.
Teacher, Zanerian College of Penmanship, Summers 1929-30.

When I was a lad out in central Nebraska I owned a little buckskin colored Indian pony. I called her "Daisy," principally because she was anything but a daisy. She was balky. Of course, in this age of aeroplanes, automobiles, dirigibles, etc., there are many who do not know what a horse, and especially an Indian pony—a balky Indian pony—is. But old timers who are familiar with horses know that balky ones are no joke; that they are even worse than balky Fords.

Daisy was a past master (or should I say a past mistress) at the balking business. She was a beautiful animal and a good driver when she chose to behave, but an envoy from his Satanic Majesty whenever she took a notion. This she often did, in places and under circumstances that were exceedingly embarrassing to her owner. She would balk in the middle of the long bridge across the Loup River. She would balk on Main Street when the town was filled with shoppers. She would balk when I had my "girl friend" out riding or when I was trying to show off my rig and driving ability before the boys and girls—especially the girls—of our little burg.

The Climax

But to cap the climax Daisy finally balked in front of a residence that was burning, just as the fire department arrived. I was ordered by the firemen and by the town marshal to "move on" and to "get that blankety-blank horse out of here," and was threatened with arrest for not "clearing out." I was jeered at by the crowd and was embarrassed and maddened beyond all reason, but Daisy didn't choose to go. I think she considered it a big joke, for regardless of the efforts of bystanders to help get her out of the way, she did not move until she got good and ready.

This experience was too much for me and a few days later I sold the little mare to Mr. Birkholtz, an old German who lived a few miles from town. Frequently after that I saw him driving Daisy and he seemed to be having no trouble with her. I could not understand this and one day asked him how he liked her. He replied that she was a fine little animal and that he liked her very much. I was much surprised at this and asked him whether she did not balk with him and was told that she wanted to but that he would not let her do so.

Handling a Balky Horse

"But how do you keep her from balking?" said I. "I tried to keep her from doing it too, but I couldn't stop her."

"Vot you do?" asked Mr. Birkholtz.

I replied that when she began mincing her steps and slowing up, I whipped her to keep her from stopping but that she stopped anyway and sometimes began backing and kicking.

"Ah, dot iss yoost vot I taught," said he. "Dot iss no vay to do mit a balky pony. I not do dos. Ven Daisy she begin to start to do dis, I say 'Vhoa, Daisy' und I pull on der lines und sthop her. Den I get oud und pat her on der nose und talk to her nice und tell her she is nice leetle horse. I unbuckle der breast sthrap, pat her some more, shake de rharness around a leetle bit und den faster der buckle again. Den I get in der buggy und she goes all right."

I couldn't understand why this worked and when I asked him why, he said that my getting angry was contagious and made Daisy worse. He said that patting her, talking in a kindly tone, adjusting the harness, etc. got her mind off her own imaginary trouble, made her think the difficulty was with the harness, and that he had gotten everything satisfactorily adjusted. He said that instead of being irritated by his actions, she was pacified and ready to do her work as all good little horses are supposed to do.

J. A. Savage, who will teach in the 1930 Zanerian Summer School.

Now, I am not a horse-trainer and I don't know whether this treatment would always bring desired results with a balky horse, but am inclined to think that it often would. I know, however, that it will nearly always help in handling balky folks, and that teachers would often profit by using it in dealing with children in school.

Handling a Balky Boy

To illustrate: While visiting a writing class a few years ago, my attention was attracted to a boy in the rear of the room who had slid down in his seat, was drumming on his desk with his penholder, and whose face was as dark and angry looking as one of our Nebraska tornado clouds. The teacher informed me that it was useless to bother with him as he was an habitual balker with a perpetual grouch, that he always had a chip on his shoulder and was just marking time until his sixteenth birthday (only two months away) when the law would permit him to drop out of school.

At the word "balker" I immediately thought of Daisy and of Mr. Birkholtz's treatment of her, and determined to try it on the balky boy. I leisurely passed about the room inspecting the writing of various children, setting copies for a few, and finally arrived at the boy's desk. I sat down with him, took his pen, and started to write on his paper. His pen was perfectly good but after making a few strokes with it I said: "I don't see how you can write with such a pen as this."

I removed the pen from the holder, threw it into the waste basket, and went to the teacher's desk and got a new one. I then returned to his desk and set him a copy, handed him the pen, and said: "Try that. I believe you'll like it better." He immediately thanked me, assumed good position, began practicing, and gave the best of attention and effort during the rest of the period.

I have seen this kind of treatment used on children many times and have seldom seen it fail. We teachers should have more sympathy with our pupils; we should be less easily angered. If we put into practice in handling balky boys and girls, Mr. Birkholtz's method in an effort to get their minds off their real or imaginary grievances, we will, I am sure, accomplish much more toward getting the good will and cooperation of many who would continue to resent our efforts to help them. I am convinced that it is worth trying.

J. A. SAVAGE.

MANKATO COMMERCIAL COLLEGE CATALOG

The most expensive looking catalog which we have received for some time came from Mankato, Minn., Commercial College. It is printed in colors on highly enameled cream colored stock. It has a very beautiful cover.

They have thirteen men and women on their faculty. The school has in the neighborhood of 300 or 400 students in attendance.

Among the photographs we notice the photograph of J. R. Brandrup, president, and two penmanship teachers, C. E. Ball and Robert Viergever. Mr. Viergever, with whose work our readers are familiar, is a former Zanerian. At the present time three of Mr. Viergever's students, Ray Miller, Clydia Richardson, Adolph Sylla are now in the Zanerian College of Columbus, Ohio, preparing as professional penmen and engrossers.

Mankato College is one of the leading commercial colleges in the United States and is housed in a very fine modern up-to-date building.

BREAKER BOY

By C. R. McCANN, School of Business, Hazleton, Pa.

Like all boys who were born of poor parents, Patrick William Costello was compelled to work in the Coal Breaker at an early age in order to help support the family. He first saw the light of day at Minooka, Pa., a small Patch —all small towns are called Patches in the anthracite coal field. Some of the Patches have grown into the present cities that exist in this region. He worked long hours because much water had flown under the bridge before Johnny Mitchel helped with the eight-hour law. The usual working time was from dawn to dusk.

The Breaker is used to separate the coal from slate and rock. The boys and very old men are assigned this task. As the mass moves along in the shakers, the boys pick the chaff from the wheat. In this way their fingers become sore because the rock is usually covered with sulphur and this causes the fingers to crack and become very sore. This is commonly called Red Tops and those who have worked in the Breaker know what it means to them. Another feature was the large amount of dust in this old Breaker. The workers breathe and inhale this dust all day long until their lungs are filled. After several years of this class of labor the worker has what is known as miners' asthma.

Full Dinner Pail

In the Seventies and Eighties most of the boys were hardly large enough to carry a "Can"—as they call it—but they trudged along with the older members of the family in order to enlarge the family exchequer. The salary was about 45 cents a day and the mines did not always work full time either. Many boys did not have much in their "Cans" but depended upon the benevolence of their buddies—a fellow workman—for a little extra food. All this was before the days of the Full Dinner Pail Campaign of which the older readers will well remember. The boys of this day and age have a great deal to be thankful for and among these is better working conditions—but that is another story and we must not forget our little lad, Patricius William.

Picture, if you will, the little 11-year old boy working in the Breaker and coming home at dark and trying to learn lettering and penmanship at home by himself under the most adverse conditions. While the other boys would run out and attempt to play a little if they were not to tired, he would get the Pen and Pencil and strive to perfect some lettering.

Kind of People

The people who live and work in this region are a rugged lot. They have to be or they do not survive. Hundreds are killed every year and little does the average family know when some loved one will be hauled home behind two mules in the Colliery Ambulance. They do not think of this feature because it would cause too much worry.

There is one thing that these young men excel in and that is Sports. The greatest sportsmen to be found in any part of this grand country of ours is in the Anthracite Field. Especially do we find some of the best baseball players in the major leagues. The writer has seen two rival Patch towns play for large sums of money. The rivalry is intense while the game is in progress, but after it is over the rooters cool off and arrange for another game after next payday. One thing they do and do well—gamble. The writer knows that he has strayed a trifle from his subject but he wishes to show just what kind of people are to be found in the Hard Coal Fields of Eastern Pennsylvania. They are like the rocks upon which they stand—solid and true.

P. W. Costello

After several years of this life in the coal Breaker we find Patrick William looking around as to his future which is a mighty fine thing for any young man to do—if he ever expects to amount to anything. He secured a job as a grocery clerk. Here he met all kinds and classes of people and it is said that women are particular when it comes to purchasing for the table. They do not want the rotten tomatoes in the bottom of the bag, neither do they expect to pay for the weight of the butcher's hand on the scales. That did not bother this young man because his boss did not believe in that way of getting rich. Patrick made many friends because he was affable and remembered names and faces easily. It was not long before the politicians noted that this young man was good for them.

He Becomes a Politician

Now in order to become a good politician, it was necessary for him to be a good mixer and make lots of friends. Everybody liked his easy manners and since he could gather votes, he was promoted from the grocery store to the first clerk in the City Engineering Department, Scranton, Pennsylvania. He still lettered on the side and made some little engrossing jobs for his friends. These attracted the attention of professionals many miles away who were amazed at this work. Especially since he had never received any training to amount to anything—he just picked it up himself—it came to him easily. We are all fitted for some one thing and it is up to us to find out that for which we are best fitted and then follow that line diligently.

After working in this department a short time, he was put up by his Party for County Auditor, was elected and reelected for the same office. Later he ran for County Controller and lost the election by eleven votes. To the most unbiased voter, he must admit that eleven votes was rather a close shave in a County election. It is said that sometimes the winner does not always win. With some politicians, the main idea is to win and win at any cost regardless of what the Good Book says. The good politician never flinches when he gets the worst of the argument but smiles and waits until the next election. Be that as it may the writer could never see how any man could spend many hundreds of dollars in order to secure the election of a position that did not pay any money. The fellows usually say, "We are doing it for the good of the School District and the children." But that, too, is another story.

A Missionary Visits P. W.

The fame of this young man had reached the distant parts of the country. Cr. Charles Paxton Zaner was born and reared on the edge of this famous Hard Coal Field and one day he made a special trip to Scranton to see this fellow Costello and find out all about his work. It did not take very long to find his man because his political friends had taken care of him in another political position.

"Why—do you mean to tell me that you have never gone to an Art School?" inquired Mr. Zaner as he examined some of his work.

"No, sir. Just picked it up myself," replied Mr. Costello.

"Now, Mr. Costello, if I were you I would drop this political game for there is not so much in it after all. You win today and tomorrow you lose and in the end you must put it all back in the political pot," spoke one of the keenest judges of Commercial Art that America has ever known.

At the end of the conversation Patrick William Costello opened up a small studio in Scranton and ever since has been continually on the go with more engrossing and art than he can do. He has placed the name of Scranton on the map in the Artistic Field.

Mr. Costello's love for Mr. Zaner has never died. He still loves to sit and think how Mr. Zaner paid a visit and advised him to discontinue his political game for the Engrossing Field. Neither did Mr. Zaner's love for Costello lag for it was just as keen as if he had attended the Zanerian Art College.

This is not an advertisement for Mr. Costello because he does not need it, but it does show what is in the boy and in the man. One may wonder why Mr. Costello showed such loyalty for Mr. Zaner but if the inquirer only knew the Coal Region people he would understand.

PENMANSHIP CONTEST
Louisville Public Schools,
Louisville, Ky.
By A. M. HINDS,
Penmanship Supervisor.

With the thought that good writing is a courtesy to the reader, and that a clear legible handwriting is within the reach of all, the Louisville Public Schools have attacked their penmanship with a great deal of enthusiasm this year.

Early in the term it was decided to find Louisville's sixth grade champion penman, and the schools were notified to send a representative to the contest to be held in January.

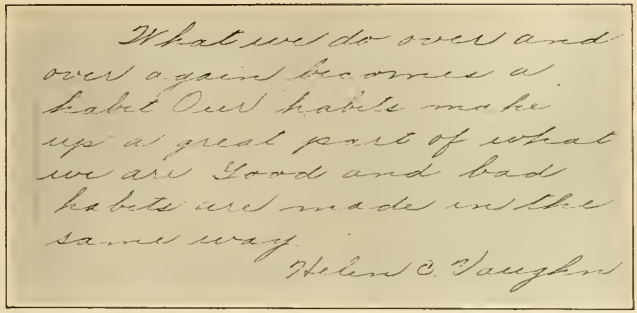
Ninety-eight contestants assembled to compete in the contest. **Mr. A. M. Hinds,** supervisor of penmanship, **Miss Stella Holland,** assistant supervisor of penmanship, and three judges officiated during a four-minute test.

The judges scored the papers on a basis of 25 per cent for position and movement, 25 per cent for speed, and

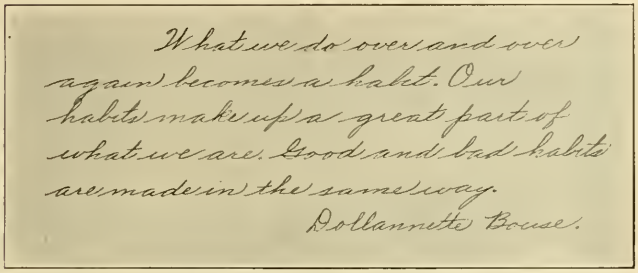
50 per cent for form. After much deliberation, comparison and study, they named **Miss Helen E. Vaughn** of Dolfinger School, whose picture and specimen appear above as the winner or the Champion Sixth Grade Penman of Louisville. Honorable mention was awarded to five contestants. One specimen of writing is shown here. The names of the others are: Dollannette Bouse, Nora Sanders, and Mildred Granholt.

The championship certificate which Miss Vaughn proudly holds was made by the Zaner-Bloser Co., of Columbus, Ohio. It is beautifully engrossed and touched with color to make it attractive. This certificate has been displayed in a prominent Louisville store where many persons have admired it.

The contest has been received with such interest, that it is probable that similar contests will be held.



Miss Vaughn won the Louisville Penmanship contest.



Miss Bouse received honorable mention.

Our readers are familiar with the work produced at the Harris Studio, Chicago, Ill. Let us now make you acquainted with the people in the studio. From left to right: C. E. Leslie and Frank Yanagi, Lillian Herman in the center, C. L. Cook and M. L. Harris. Mr. Tom Pound and Arnold Harris, who are connected with the studio, are not shown in the picture.

Mr. Pound and Mr. Yanagi were trained in the Zanerian College. C. E. Leslie is a son of S. E. Leslie the well known penman of Cleveland.

The Magnet is a Junior High School paper published at Parkersburg, W. Va. The March issue contained a write-up regarding the winners of penmanship certificates, photographs of certificate winners and specimens of pupils' writing.

The following poem by Miss Rosa Curry, penmanship teacher, appears under a photo of Advanced Certificate Winners. Mr. R. W. Carr supervises the writing of Parkersburg Public Schools:

ADVANCED PENMEN

We are the penmen of Junior High
Right proud of our art are we;
For it has taken a long time to learn
Where the curved and straight lines should be.

Up lines curved and down ones straight,
All on a uniform slant;
One bad letter will spoil the line,
There's no such word as can't.

We have made them over a thousand times,
We have blotted and smeared and scratched.
But what care we, now our goal we see?
Our pride in our skill is unmatched.

We blamed the pen and we blamed the ink;
It was never our fault when we failed
To make our page look as good as it ought.
Our skill must not be assailed.

What sad, sad tales our pens would relate
Had they the powers of speech;
How they were pinched and held so tight
That good writing was clear out of reach.

The ink was either too black or pale,
It seemed never to be just right;
Our arms wouldn't go and the desk shook so;
The page was a terrible sight.

But now we have reached the place, where we
Can write a respectable plate,
If our word you doubt, just say it right out;
We'll show you our advanced certificate.

We'll say to you who are still in arrears,
Just spunk up and put forth more effort;
'Twill pay you to try, just make your aim high,
The results will bring you real comfort.

And then in the spring we will try it again
And the doors will all be wide open;
Practice every day, don't be careless, don't delay;
You are welcome to our ranks of advanced penmen.

Fred W. Conway, who has been studying engrossing from the book, "Zanerian Manual of Alphabets and Engrossing," recently sent us seven pages of artistic engrossing. The work is very elaborate and most of it is put up in colors. Mr. Conway is on the road to become a very successful engrosser.

Mr. J. G. Tillery, for several years with the Senior High School, Atlanta, Ga., has recently accepted a position as instructor in Accounting and Business Administration with Bowling Green School of Commerce, Bowling Green, Ky.

Mrs. Catherine Ford of Madison, Conn., is a new commercial teacher in the Pratt High School, Essex, Conn.

I. H. LONG DIES SUDDENLY

Mr. I. H. Long, the enthusiastic teacher of penmanship and typewriting, Berea College, Berea, Ky., died suddenly on March 13, at 2:30 A. M. Mr. Long had been ailing for several years with an acute heart disease. He had been teaching daily and at the end of the day's work, he was in an unusually good spirit. He was conscious almost to the end.

Mr. Long had spent 18 years in Berea College. He had strived long and diligently to get an education. It is rather inspiring to read of his work and sacrifices in order to receive a degree which would have been granted him by the College of Commerce, Bowling Green, Ky., this June.

He was beloved by his students and all who knew him for his painstaking, conscientious efforts to help others, his kind disposition and his ability to refrain from complaining of his physical ailments. We extend our heartfelt sympathy to Mrs. Long and to his son.

NEWS NOTES

Mr. James M. Thompson, now head of the commercial work in the High School at Dubois, Idaho, will teach, the coming year, in Huron College, Huron, S. D.

Mr. J. Kugler, Jr., of Buffalo, N. Y., is now in charge of field work of Bay Path Institute, Springfield, Mass.

WANTED: A position by a professional penman and engrosser. Willing to teach or do any kind of pen work.

Address **Box 628,** care The Business Educator, Columbus, Ohio.

These specimens were prepared by H. C. Rice, the engrosser, of 95 Milk Street, Boston, Mass.

ORNAMENTAL PENMANSHIP

By E. W. BLOSER

Mr. Bloser was considered by penmen as America's finest ornamental writer. The instructions for the course were written by E. A. Lupfer and the copies were sent to us by G. G. Hoole, Glendive, Montana.

No. 8

Here is a copy which Mr. Bloser wrote for developing minimum letters. It is worthy of your very careful study. Use an easy, graceful movement. Let the arm roll on the muscles below the elbow and the hand rest on the little finger which should slide on up strokes and rest or drag on down strokes. Watch particularly the slant and height of the letters.

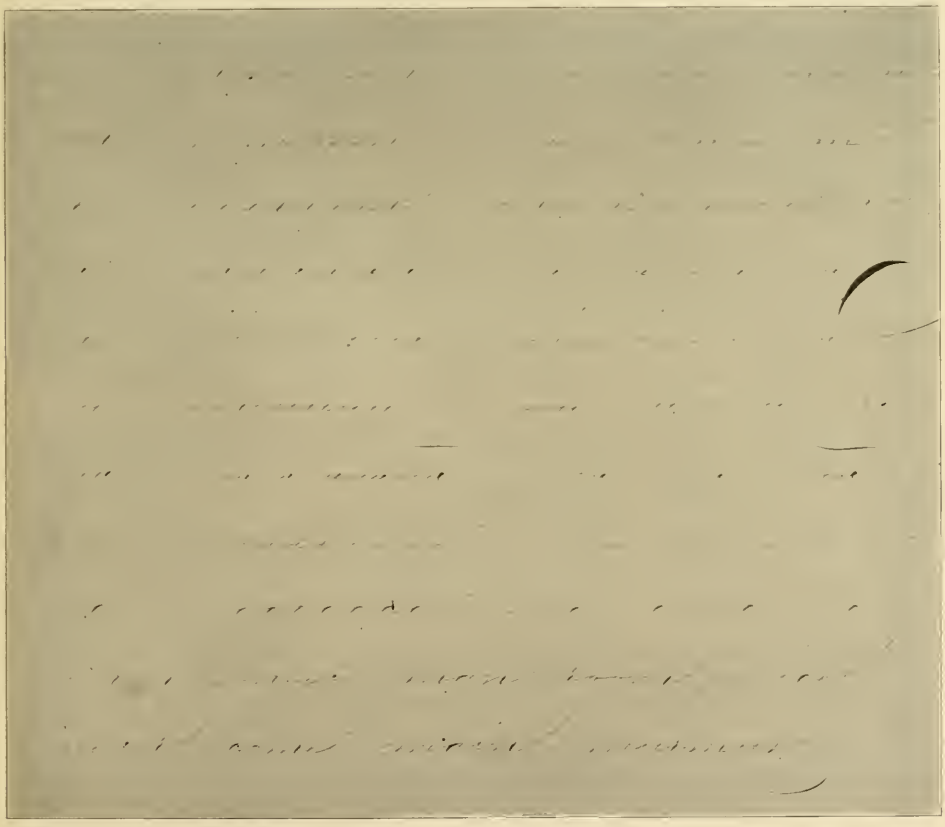
Ordinarily every other letter in a word is shaded. See how snappy you can make the shades. Make them neat, however, and not too large. See that the shade does not drag around the turn. There should be no shade on the turns.

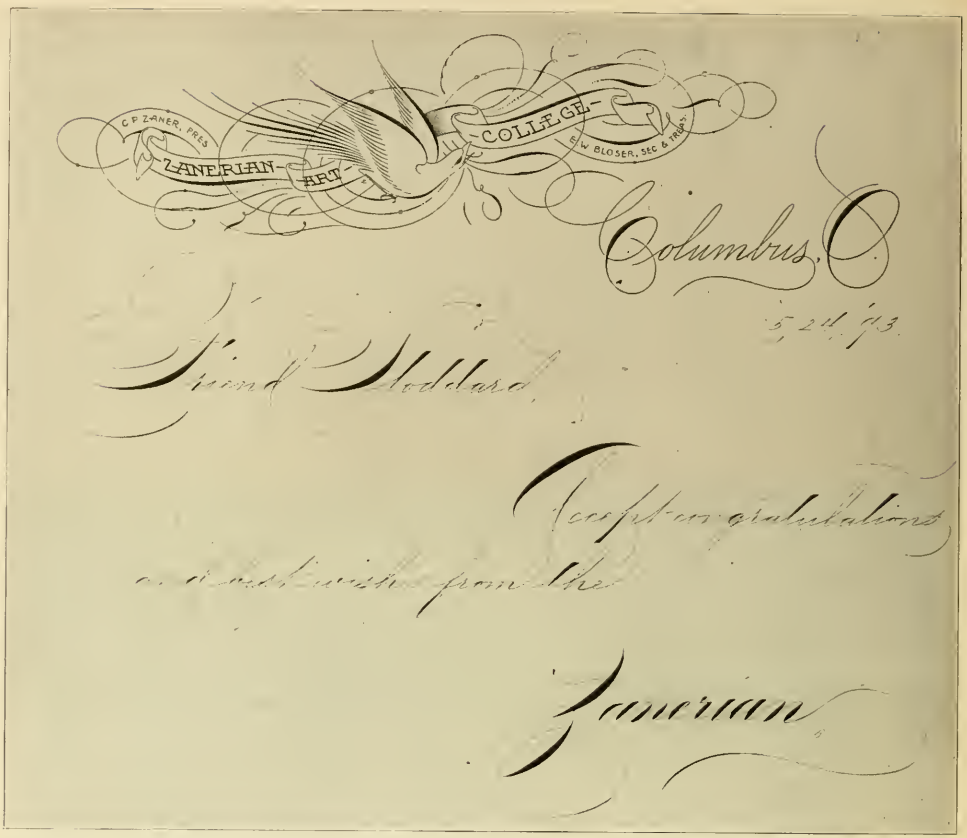
First master the letters individually, then practice them connected. Mr. Bloser was an advocate of wide spacing as an exercise to develop a strong lateral movement to the right.

When one considers that this copy was never prepared for publication, we realize how much skill is represented in it. It shows the high class work turned out by Mr. Bloser in his daily work.

BUSINESS COLLEGE PRESIDENT AGAIN ELECTED PRESIDENT OF TYLER CHAMBER OF COMMERCE

Tyler, Texas has a progressive commercial school man in W. M. Roberts, president of the Tyler Commercial College. He has been re-elected as president of the Tyler Chamber of Commerce. The commercial teaching profession is proud of Mr. Roberts and extends to him best wishes for his continued success.





Mr. Bloser wrote the above specimen for D. L. Stoddard of Indianapolis, Ind., in 1893. Mr. Stoddard was a pupil in the Zanerian College. This is the only specimen we have seen in which he has used roundhand.

ZANERIANS FOR ALMOST FORTY YEARS

Forty years is a long time to follow the noble art of penmanship. Mr. D. L. Stoddard, Route 4, Box 141, Indianapolis, Ind., author of Practical Paying Pen Work, will soon have passed through that experience. He states that he was the first correspondence student that C. P. Zaner had in flourishing. Before Mr. Zaner's book, Gems of Flourishing, came from the press Mr. Stoddard ordered a copy.

When Mr. Stoddard came to the Zanerian in 1891 he met a young woman in the Zanerian who was later to become his life partner and inspiration.

The Stoddards can lay claim to being Zanerians of about as long standing as any in the profession.

Daniel T. Ames, who was at one time editor and proprietor of the Penman's Art Journal and founder of the Ames and Rollinson Studio in New York, attended school with Mr. Stoddard's father and mother, who were life long friends of A. H. Hinman, whom we believe was one of the first promoters of the Penman's Art Journal. Mr. Hinman was also one of the pioneer penmen of America.

In the early days Mr. Stoddard subscribed to all of the penmanship magazines, some of which may be familiar to older readers of the Business Educator. Here are some of them: Gaskell's Gazette, Chiographer, Western Penmen, and Penman Artist and Business Educator.

Mr. Stoddard has been a carpenter and penman for many years and has been an enthusiastic Zanerian and a booster for penmanship. He is a firm believer that all persons should write an easy, plain, rapid style of business writing.

Yes, for nearly forty years Mr. Stoddard has been an enthusiastic Zanerian and booster of the profession, and we are sure that the trials of forty years have been greatly lessened by the pleasure derived from his trusty pen.

ARNOLD'S COURSES IN SAN DIEGO CARRY COLLEGE CREDIT

Frank H. Arnold, Director of Handwriting, in the Spokane Schools, whose articles in the Business Educator have attracted nation-wide attention, has made arrangements to offer two courses in handwriting in the State Teachers' College, San Diego, Calif., this summer.

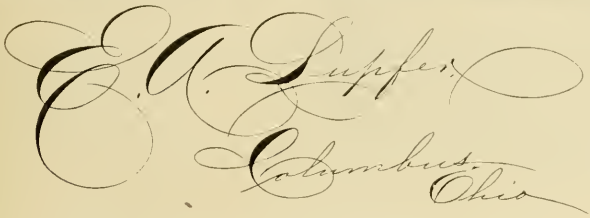
The course in Penmanship Supervision will be a course for teachers who wish to become penmanship supervisors or special teachers of penmanship in the junior and senior high schools. The other course will be of the nature of practice course for all who wish to become better writers and to qualify in technique. Two college credits will be allowed for each of these courses.

Teachers desiring to enroll in Mr. Arnold's courses can secure more information by writing direct to Frank H. Arnold, Director of Handwriting, Spokane, Wash., or to the San Diego State Teachers' College, San Diego, Calif.

ZANERIAN SUPERVISOR CONDUCTS DEMONSTRATION

This photograph shows pupils from the various elementary schools in the city of Huntington, W. Va., at their desks in the open air writing demonstration under the direction of **E. R. Wood,** writing supervisor. Every elementary schoolroom in Huntington was represented in the demonstration and some 600 school children took part in the event at various times during the day.

The purpose of the demonstration was to create interest and improve handwriting of the pupils. One girl and one boy was chosen from each class. The boy and girl who could do the best work had the preference. Another purpose and aim for the demonstration was to show the public at large that money spent for schools is producing results. We wish to congratulate Mr. Wood on his fine work at Huntington, W. Va.



Written by A. W. H. Ronish, for many years a commercial teacher, now a traveling card writer and lecturer on penmanship. He recently visited the B. E. office and inspected the many specimens on the walls of the Zanerian College.

ANOTHER PENMAN HAS PASSED ON

Many friends throughout the various states mourn the death of Mr. E. F. Richardson, Buffalo, Ky., which occurred December 30, 1929. Mr. Richardson, born on a farm near Horse Cave, Ky., June 12, 1856, was a penman known throughout the country as one of unusual skill. When but a small boy his mother died leaving eight children which made life a hard struggle for all. Consequently his educational advantages were poor, not having the opportunity to even attend the rural schools regularly.

At the age of 18 he became interested in handwriting, at which time Mr. Richardson stayed with and took instructions from a rural school teacher who was a beautiful writer and good teacher.

One of his greatest sources of inspiration was the Penman's Art Journal, which later was merged into the Business Educator. He also studied Gaskell's Compendium. By diligent practice and study he soon became competent enough to teach penmanship classes, which he did with much success. As soon as he was able financially he took a course in all branches of penmanship under E. K. Isaacs, at that time penmanship instructor in the Valparaiso, Ind., Normal School. He also was a student of G. W. Michael.

In 1885 E. F. Richardson was married, from which marriage three children were born, one of which is now head of the Mathematics Department in Bucknell University, Lewisburg, Pa.

In 1886 Mr. Richardson secured the position as penman in the Western State Normal School, Bowling Green, Ky. After leaving that position he became an itinerant penman for several years, teaching in Kentucky, Missouri, Arkansas, Texas and Oklahoma. He was a true teacher and taught for the love of the art rather than financial compensation.

Since 1916 he has been spending his time on his little farm. When not busy out of doors, he would practice penmanship and make oblique penholders.

The penmanship world has suffered the loss of one of its greatest penmen, great in skill and other qualities.

(Submitted by Edwin Anderson, Duluth, Minn.)

W. Keith Kelley, Crow Agency, Mont., sent the Business Educator a package of specimens written by his Crow Indian students. The specimens are very fine for grade students; in fact, there are very few schools getting much better results.

Mr. F. L. Tower, 601 Pleasant St., Hammonton, N. J., sent us some work in ornamental penmanship from one of his correspondence students, which show up very fine. Mr. Tower is to be complimented on the results which he is obtaining.

John P. Swadish, Jr., Kenosha, Wis., who has been following the Business Educator for a year has made remarkable progress in that time. He is able to write a very attractive ornamental hand.

Mr. E. H. Gilbert, 503 E. 72nd St., Seattle, Wash., sent us some Taylor-like specimens of his business writing. Mr. Gilbert is to be complimented on his high ideals of form and his ability to execute.

These reproductions of blackboard drawing and flourishing were made by **Brother Eudes** of Montreal, Canada. They are very skillfully done and we congratulate Brother Eudes on his ability with the chalk.

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BRUSH AND COLOR ILLUMINATION

By E. L. Brown

Agreeable to our promise some time ago we present for this month's lesson a specimen of illuminated lettering. This class of work is used for the more expensive jobs of engrossing and is most effective and pleasing in color harmony.

The initial "R" and a part of the scroll work were given in a previous issue, as a lesson in pen drawing.

We will assume that the student has an outfit consisting of a drawing board, T-square, lettering pens, ruling pen, bristol board or Whatman's paper, pencils, numbers 3 and 4 H respectively, brushes numbered from 7 down to 1 or 0 for fine tracery, colors alizarian crimson, cobalt blue and aurora yellow, or similar colors of the primary group and Zanerian ink.

A great deal of care and study will be necessary in placing the parts of the design to obtain correct forms and proportions. Symmetrical curves and balance of masses will produce harmony and beauty. A pencil drawing in detail is necessary for satisfactory results. Lay off design about 13 x 15 inches overall. Initial "R" stands 3½ inches high, remaining letters 1½ inches. Rest of lettering in relative proportions. Make a carefully executed drawing of principle lines of lettering. The lower case or small letters of the engrossing style should be roughly pencilled for spacing only. All lettering was done in Zanerian ink with initials "C" and "P" and word "Rotary" outlined with a thick line.

Color

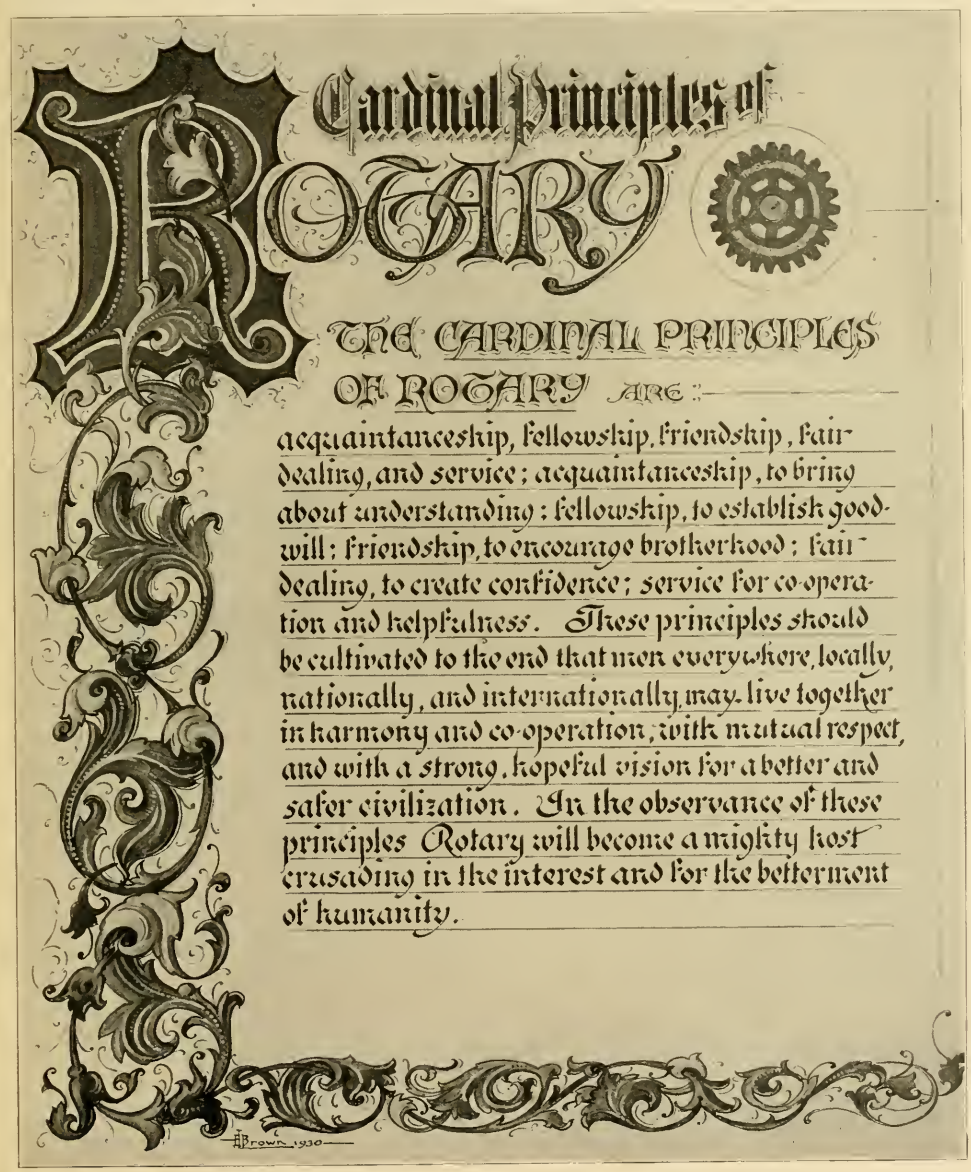
This is the most interesting also the most particular part of the work on the design.

First outline scroll work in pale blue obtained by mixing a small quantity of blue with considerable water. Follow pencil outlines very carefully, then erase all pencil lines before adding color. The various colors and tints used are as follows: Deep red, pink, orange and green. The stalk to which the conventional flowers are attached is a yellowish green. The scrolls alternate in red and yellow: for instance, the scroll at left of word "dealing" in fifth line of text is yellow with shades of deep red and pink; next one below in deep red and pink and so on to the end at the lower right hand corner. If the red from the pen seems crude add a touch of blue or white, but not enough to deaden its brilliancy. A touch of red in your yellow will sometimes add refinement to the color effect, but remember in all cases the color must be brilliant and "snappy," so to speak. Note the tone values critically and aim for variety.

After applying the different washes add the deeper tones here and there especially where the scroll work entwines the stalk. Now your work will begin to show character and strength. The tracery was made with a fine brush, and in some instances a fine pen. Outline scroll work with a heavy black line. There are other fine lines in orange tint which do not show up well

in the engraved plate. Initials "C" and "P" and top in shades of blue outlined in black. Initial "R" in shades of blue, with white dots added with a common pen and Chinese white. Other letters of word in shades of pink and deep blue also dotted with Chinese white. Background of initial "R" in gold leaf, also the Rotary wheel. Any sign painter can tell you how to apply gold leaf and can do it for you. The surface is first sized, then leaves of gold added. Be very careful in adding the sizing to cover the exact space the gold is to occupy. You can also use water color gold, shell gold is best, but of course gold leaf is much richer in effect and not subject to change in color.

We realize that it is a most difficult matter to explain satisfactorily just how to proceed with this class of work to obtain satisfactory results. However, we have endeavored to make our instructions clear, but if we have failed in any respect do not hesitate to write us about your problems.



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BUILD A PENMANSHIP KIT

By G. C. Greene

Head of the Penmanship Department Goldey College, Wilmington, Del.

Many of my pupils are now building what we call a Penmanship Kit. A prize is offered to the one who turns in the best kit by June 25, 1930. The number required to start this contest is ten. With each additional ten pupils entering the contest another prize is offered. This stimulates a large number to join the contest as it does not decrease the chance to win. If fifty or more join the contest, a grand prize is offered to the one turning in the best kit. To be admitted to this contest, the pupil must be a subscriber to the Business Educator.

How the Penmanship Kit Is Built

The pupil starts with the September issue of the Business Educator. Each lesson is written three times on one side only of a sheet of paper 8½x11 inches. The lessons must be written as near like the copy as possible. The lesson number is placed at the top of the page and two blank lines are left between each lesson. When this lesson has been completed it is perforated and placed in a one-inch loose-leaf notebook of proper size. The Business Educator is also perforated and placed in the loose-leaf folder just in advance of the lessons. When the kit is completed it will contain ten issues of the Business Educator and one hundred lessons. Pupils may enter the contest at any time by going back and working up the lessons.

I suggest to all who have been working on my course, that you go back and work up a kit of this kind. You are better prepared now to do creditable work than at any other time in the course. Use black, green, red, and purple ink on a good grade of paper, and you will have a kit that will be of great practical value to you.

I would suggest that teachers work up a kit of this kind and use it as a supplement to whatever system you may be teaching. To commercial teachers who are planning to enter the teaching profession in the near future, I urgently request that you prepare the penmanship kit as I have suggested. It will help you to get and hold a much better position in the field of commercial education.

EARN A SALARY! Learn Shorthand, Typewriting, Bookkeeping, English, etc. Special lesson blanks, which we correct and return, make learning easier and more rapid in school or by home study. WRITE TODAY FOR FURTHER INFORMATION COOK SHORTHAND COLLEGE, Roanoke, Va.

"POSITION WANTED." Experienced penmanship teacher desires position with business college. Can furnish good reference, and willing to begin with moderate salary. Address Box 624, care of Business Educator, Columbus, Ohio.

C P A

WANTED — 500 MEN
to qualify at home as Accountants. Special inducement to begin NOW. College of Professional Accounting, Woodward Bldg., Washington, D. C.

Men must be decided on what they will not do, and then they are able to act with vigor in what they right to do.— Mencius

This specimen was written by Miss Beulah Buchanan, Mishawaka, Indiana. Miss Buchanan former Zanerian.

COOPERATION

Any worth while undertaking requires the cooperation of all concerned. If one can get the cooperation of all in the teaching of penmanship good results are certain. In too many places the only person interested in handwriting is the supervisor. In many cases the teacher is interested in penmanship only during the writing lesson. One of the first things that the supervisor or person interested in penmanship should do is to try to get the cooperation of all. One school principal in the Syracuse, N. Y. Schools shows a good spirit of cooperation by sending a notice to every one of his teachers. The notice which was sent to us by C. Spencer Chambers, Supervisor of Handwriting, Syracuse, N. Y., is as follows:

SPELLING and PENMANSHIP

I am interested in observing the work in these two subjects this week.

I am especially interested to see if the ARM MOVEMENT is carried over to the other subjects where writing is done.

Those things which are taught in the regular penmanship class should be always required whenever writing is done. If we emphasize the arm movement in the penmanship class only—then I think we are wasting our time. I have ordered some special certificates to be given to those pupils who practice this throughout the day. More about this later. Encourage the pupils to use the arm movement always.

R. G. Thomas,
John T. Roberts School.

JOHN M. PETERSON DIES

John M. Peterson a former Zanerian student, a fine penman and authority on disputed handwriting, died at his residence, 290 Mill Street, Poughkeepsie, N. Y., on March 24.

For years Mr. Peterson was connected with the Eastman College. He leaves a wife, two sons and a host of friends to mourn his passing.

TEACHER WANTED

by a collegiate school in Boston. Must be an excellent penman, demonstrated ability as a teacher of penmanship and bookkeeping, between 30 and 40 years of age, fine personal appearance, energetic, enthusiastic, robust health, particularly human in his relation with students, and rated as an unusually successful instructor. Exceptional opportunity for the right man. Will meet salary requirements, and pay all expenses for personal interview. To start September 1. Address reply to

Box 623, care of Business Educator, Columbus, Ohio.

A. B. Zu Tavern

The subject of this sketch, Mr. A. B. ZuTavern, is a native of Springfield, Ohio. After completing his early education in that city, he became associated with John B. Stetson University, DeLand, Fla., as a student and as an instructor. Later he attended the Zanerian College and completed a course in business and professional penmanship under the personal instruction of the late C. P. Zaner.

Following this, Mr. ZuTavern alternated between school work and business experience. He became associated with some of the largest business colleges in Chicago, Winnipeg, and Seattle, as teacher and manager.

His actual business experience includes Exporting and Importing, Wholesale Millinery, and Advertising Agency work.

His high school teaching experience consists of five years teaching in the High School of Boise, Idaho.

During the last thirteen years Mr. ZuTavern has spent his entire time covering the eight Western States for the South-western Publishing Co., demonstrating commercial textbooks. The many contacts made with teachers and school officials in this work, coupled with his previous experience gave him a broad background with which to prepare the books he has written.

His ability is indicated in the fact that he has successfully written, published, and marketed his productions without any outside aid, financially or otherwise.

Mr. ZuTavern's latest productions, which are just off the press, are entitled, "Business Training" and "Business Practice," a textbook and a laboratory set designed for use in the ninth and tenth grades.

Last July he organized the Commercial Text Book Company, of which he is president, in South Pasadena, Calif.

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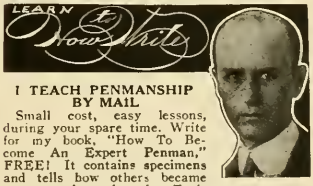
Send for your name written on three cards, different colors, embellished, attractive designs, and the most wonderful card offer you ever saw, all for 10c.

T. M. TEVIS, Box 25-C, Chillicothe, Mo.

Write for book, "How to Become a Good Penman," and beautiful specimens. FREE. Your name on card if you enclose stamp. F. W. TAMBLYN, 406 Ridge Bldg., Kansas City, Mo.



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Small cost, easy lessons, during your spare time. Write for my book, "How To Become An Expert Penman," FREE! It contains specimens and tells how others became expert writers by the Tevis Method. Your name will be elegantly written on a card if you enclose stamp to pay postage. Write today!

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of interest to every teacher and student of handwriting. Circulars with Chapter Subjects, also Reprint of Reviews sent upon request. The book is recommended and sold by

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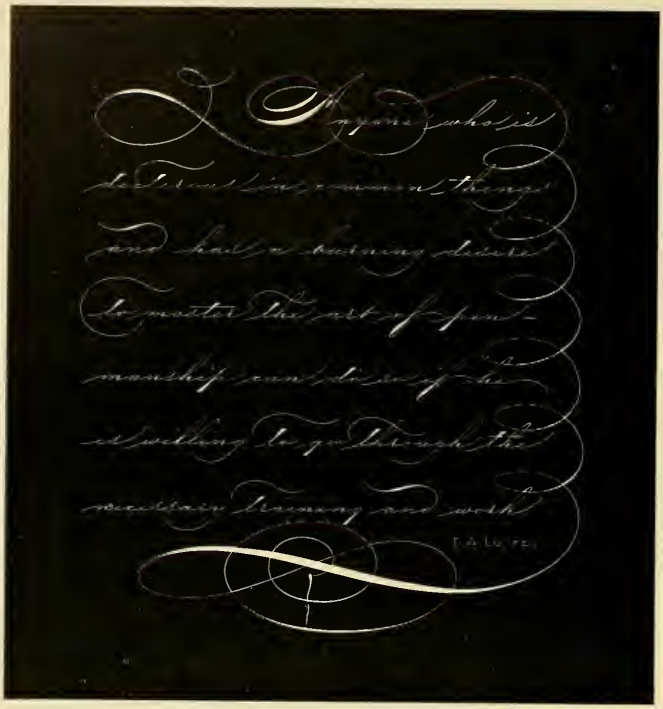

The art of penmanship may seem to the beginner so far beyond his reach that he may feel discouraged. However, no one should be afraid to give penmanship a good try for usually the one who has the ability to stick to it and who works intelligently can succeed. Begin today to practice on ornamental penmanship and as soon as possible get under the instruction of some good, first-class penman.

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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of the Business Educator, published monthly, except July and August, at Columbus, Ohio, for April 1, 1930. State of Ohio, County of Franklin, ss.

Before me, a notary public, in and for the State and county aforesaid, personally appeared Parker Zaner Bloser, who, having been duly sworn according to law, deposes and says that he is the treasurer of the Business Educator and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, The Zaner-Bloser Co., 612 N. Park St., Columbus, Ohio. Editor, E. A. Lupfer, 612 N. Park St., Columbus, Ohio. Business manager, Parker Zaner Bloser, 612 N. Park St., Columbus, Ohio.

2. That the owner is: (if owned by a corporatin, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) R. E. Bloser, Rebecca Bloser, Parker Zaner Bloser, E. A. Lupfer, R. B. Moore.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is ..... . (This information is required from daily publications only.)

P. Z. BLOSER,
Business Manager.

Sworn to and subscribed before me this 21st day of March, 1930.
(Seal) EARL A. LUPFER,

(My commission expires January 11th, 1932.)

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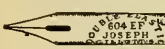

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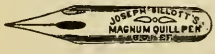

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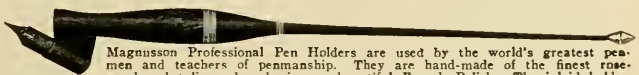
CROCUSES AND TULIPS

These hardy floral scouts signal the great spring resurrection of dormant winter life. With the early flowers come the first trickles of teacher-demand that, in a few weeks, will increase to a steady stream. This is written April 1, but already we have an interesting sprinkling of good positions listed—high schools, commercial schools, normal schools, colleges. Harvests are gathered by those who sow in the spring. We are waiting for your letter. May we help you?

The National Commercial Teachers' Agency
(A Specialty by a Specialist)
E. E. Gaylord, Mgr. Prospect Hill Beverly, Mass.



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Continental Teacher's Agency
BOWLING GREEN, KENTUCKY

Mountain State Business College. The above school, under the management of Albert G. Sine, president and founder, is housed in one of the best equipped and most modern concrete buildings in the country. It is one of the best lighted buildings in Parkersburg.

The top view shows the side of the college building. The bottom is a sectional view of the bookkeeping and accounting department, which you can see, is equipped throughout with individual quartered oak desks. While Mr. Sine has been building up for years one of the best business colleges in the country he has been dreaming and planning of this equipment which has recently been installed. Again it has been demonstrated that commercial education is forging ahead in a business like way. We congratulate the Mountain State Business College and wish it continued success and prosperity. We are sorry that space will not permit our telling more of this progressive institution and of the exceptionally fine man back of it.

BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to enable our readers to determine their value.

Simplified Touch Typewriting, by R. F. Webb, Commercial Teacher Training Department, State Teachers College, Indiana, Pa. Published by Prentice-Hall, Inc., New York City, N. Y. Cloth cover, 158 pages.

The material, organization, and method of this course lead directly to efficiency in typewriting. The basic elements are blended in a way that emphasizes correct position, fingering technique, facility, and form.

The distribution of different types of subject matter in the text makes the whole unitary and lifelike and avoids the monotony of unnecessarily prolonged work on one type. It also renders the book readily adaptable to long or short courses.

Constructive work involving previously acquired knowledge and skill and the exercise of judgment is given prominence after the establishment of a sufficiently definite background. It is desirable to go beyond the training of mere copyists to the educating of young men and women for greater responsibilities. Suitable models appear at appropriate points so that the attempts at construction will not be blind gropings in the dark.

Typists should write rapidly, but the speed mania should not obscure to students and teachers the fact that accuracy, dependability, and good judgment are supremely important. These things, together with really dependable speed, come from intelligent experience in achieving genuine results while working to the limit of ability on interest-holding tasks.

The Educational Significance of Left-Handedness, by Ralph Haefner, Ph. D. Published by Bureau of Publications, Teachers' College, Columbia University, New York. Cloth cover, 84 pages. Price $1.50.

This study presents an objective appraisal of theories concerning the traits of left-handed children. Two groups of elementary school children were compared: one left-handed, the other right-handed. Contrasts were drawn from the following points of view: general intelligence, school achievement, interests, school adjustment, general emotionality, and physical status. The effect of interfering with the naturally preferred hand was also considered.

The Table of Contents is as follows: The Problem, the Method of the Study and the Character of the Group Studied, the Meaning of the Concept of Handedness, Handedness and Intelligence, Handedness and School Achievement, Handedness and Physical Status, Handedness in Relation to Interests, School Adjustment and General Emotionality, Interference with Natural Handedness, and Educational Implications of Handedness.

New Typewriting Studies, by William E. Harned, head of the department of shorthand and typewriting, Columbia University. Published by Ginn & Company, Boston, Mass. Cloth cover, 227 pages.

Interesting material skillfully motivated—what teachers of typewriting are looking for—is to be found in this new series. The subject matter is presented in clearly defined units of work. The keyboard is covered in the shortest time consistent with thorough mastery. Modern tests and drills stimulate the pupil to his best efforts. An abundance of supplementary exercises provides for individual differences. The later lessons teach the principles of correct English and provide drill in advanced secretarial work.

Public Schools and the Worker in New York, a Survey of Public Educational Opportunities for Industrial Workers in New York State. Published by the National Industrial Conference Board, Inc., 247 Park Ave., New York City, N. Y.

The purpose of this report is primarily to present a brief description of those public educational facilities provided by New York State which have some direct bearing upon the preparation of the young people of the state for industrial and commercial occupations. The report does not attempt to make a critical evaluation of these facilities, either from the point of view of educational science or from the point of view of the special interests of employers. Such an evaluation could be made only through a lengthy and intensive analysis of the experience both of employers and of young persons under the operation and administration of these educational facilities, and would also require special professional knowledge of educational technique which is outside the scope of the Conference Boards' activities. It was felt, however, that a descriptive survey such as is presented in this report would be helpful to the employers of the state in providing them with a clear and concise picture of the public educational opportunities offered in the state, and that it might also arouse their interest in, and stimulate their closer cooperation with, the educational system.

In the preparation of its studies the National Industrial Conference Board avails itself of the experience and judgment of the business executives who compose its membership, and of recognized authoritis in special fields, in addition to the scientific knowledge and equipment of its Research Staff. The publications of the Board thus finally represent the result of scientific investigation and broad business experience, and the conclusions expressed therein are those of the Conference Board as a body.

HENRY RIEBEL

Henry Riebel, age 58, a Zanerian since 192[illegible] and who off and on since that time did lettering for The Zaner-Bloser Company, was killed by a freight train on April 14, 1930.

SIMPLIFIED SUPERVISION OF HANDWRITING CLASSROOM VISITS

Simplified Supervision of Handwriting Classroom Visits is the title of a bulletin gotten out by H. M. Hill, Columbia, S. C., copyrighted 1929.

The bulletin offers 26 suggestions under the General Written Work, 10 suggestions under the Proper Care and Use of Materials, and 35 suggestions under The Formal Writing Lesson. The material is well organized and will be very interesting to teachers and supervisors who are constantly visiting classrooms.

Every reader of The Business Educator should send 20 cents in stamps and get acquainted with "The Advertising World," the magazine of advertising pep. $2 the year.

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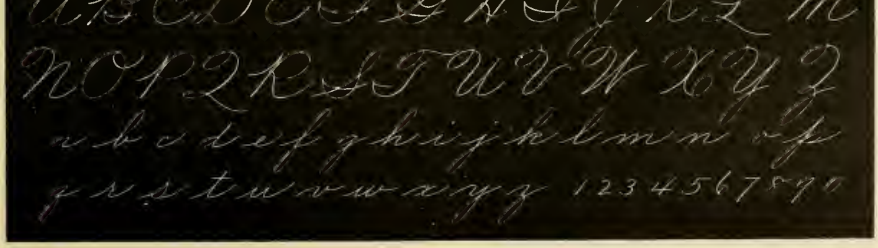
P. O. Box 194 Pasadena, Cal.



This alphabet is from the pen of E. A. Lupfer. Study and try to imitate it. It is the alphabet presented in our Correlated Handwriting Book and is used by hundreds of thousands of school children in the United States.

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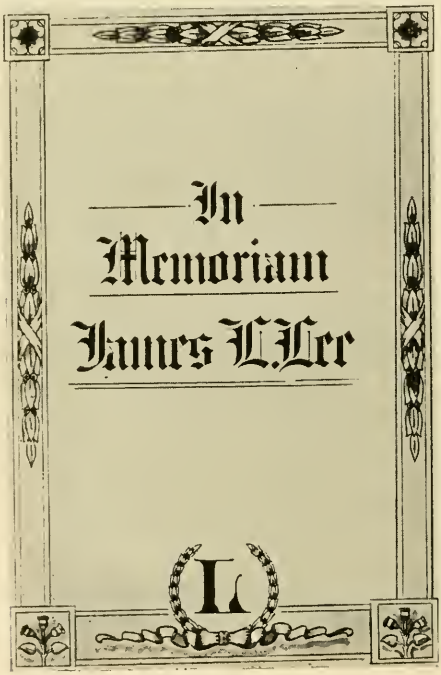

The sixth of a series of album pages from the Harris Studio, Chicago, Ill.

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PROHIBITION, in the words of President Hoover, is a "Noble Experiment" which he wishes to see succeed. There are many who **agree** with him . . . many who are **undecided** . . . many **doubtful.**

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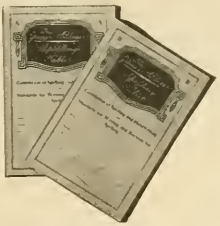
new Handwriting Publications

1. Remedial Handwriting for Normal Schools.
2. Spelling Tablets.
3. Progress Record and Scale.
4. Desk Scales.

SPELLING TABLETS



These Spelling Tablets are especially designed to correlate spelling and writing. They contain handwriting, showing standards for various grades, progress records, etc. They are made of good writing paper and contain many valuable suggestions on writing and spelling.

B for Grades 2, 3, and 4. Per dozen $1.60

A for Grades 5, 6, 7, and 8. Per dozen $1.60

Send 30c for your postpaid copies of these new improved Spelling Tablets.

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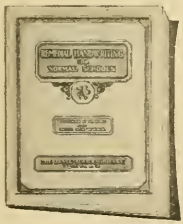
by

Dr. Frank N. Freeman

This new book shows how to diagnose errors, apply the remedy and motivate practice Space is provided for recording weekly progress. Also contains handwriting scales and other valuable helps and suggestions. Size 8x10½, 32 pages. Printed on good bond paper.

For Grades 7 and 8. Per dozen, $2.40. Send 25c for your postpaid copy of this manual.

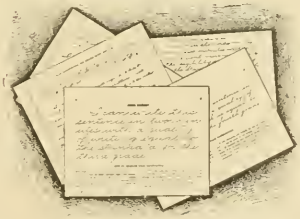
REMEDIAL HANDWRITING FOR NORMAL SCHOOLS



by
Alonzo F. Myers
and
Nelle Slye Warner

This 56 page book is intended for use by normal school students and teachers in service who wish to bring their handwriting up to the required standard for teachers. The material in this manual has been successfully used in the Ohio University, Athens, Ohio. Its success there prompted the publishers to make this material available to all teacher training institutions and teachers in service. Per dozen, $12.00. A copy of this book will be sent you postpaid for $1.00.

DESK SCALES



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Five scales for Grades 2 to 8, printed on heavy cardboard. These scales are size 6x8 and contain standards of handwriting as well as a model specimen of handwriting for each grade. They are made to use on the pupils' desks, and it is intended that each pupil be supplied with an individual scale for his grade. A set of these scales will be sent postpaid for 45c. One dozen scales for any one grade $1.28.

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White, and six different colors:

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THE BUSINESS EDUCATOR

VOLUME XXXV JUNE, 1930 No. X

PENMANSHIP, ENGROSSING AND
COMMERCIAL EDUCATION

Frances P. Courtney

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Questioned Documents

ZANER-BLOSER COMPANY
— COLUMBUS, OHIO —

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Compendiums, Practice Books, and Teachers' Manuals, a special Junior High School Manual and a Complete Teachers' Manual. Correlated Handwriting Books represent twenty years of scientific investigation and a generation of practical experience in teaching handwriting.

The copies are selected from the other school subjects, such as spelling, language, etc., which make them very interesting to teachers and pupils alike. The books are properly graded and the emphasis is upon actual writing, although sufficient formal drill is introduced to give the child the training in drill which he needs.

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A complete set of Freeman's Correlated Compendiums, Teachers' Manuals and Junior High School Manual will be sent, postpaid, for $1.75.

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This Manual is intended for use of both teachers and pupils, since it contains suggestions and directions, as well as copies. It begins with a test to all pupils, to determine which pupils need practice. A diagnostic test is then given in order that each pupil may analyize his writing difficulties and see what his special needs are. The remainder of the book is given up to various kinds of application.

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For each of the grades in the public schools, for high schools, colleges, etc. This system is the result of years of labor, study, observation and experiment, and represents the supreme effort of Mr. Zaner and Mr. Bloser. They are issued in the form of Practice Books and Compendiums for the pupils and Manuals for the teachers. They are used in many cities and states—and they are getting worth-while results. Write for information and price list.

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Scale 3, for grades 3 and 4.
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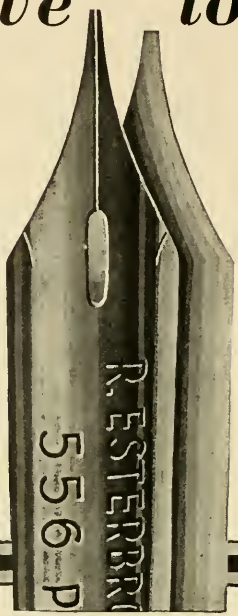

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THE Business Educator

VOLUME XXXV COLUMBUS, OHIO, JUNE, 1930 No. X

Francis Bernard Courtney

Francis B. Courtney, one of the most skillful penmen the world has ever known, was born in Worcester, Mass., in 1867. After completing his public school education he entered Hinman's Business College, Worcester, Mass., to take a commercial course. We presume that A. H. Hinman of that school was responsible for firing the penmanistic ambition of this youth, then 17 years of age. Hinman was a penman of national reputation but his apt student soon far surpassed him.

An early photo of F. B. Courtney

Mr. Courtney also received training in the Spencerian Business College, Cleveland, Ohio, which school always has had a fine penman on its staff.

After completing his commercial and penmanship education Mr. Courtney for two years held a position as an accountant in a manufacturing establishment.

Perseverance has been one of F. B.'s predominant characteristics. It has carried him to the front ranks of the penmanship profession. Preferring Business College work to office work he wrote 200 page specimens, each line in a different style and sent them broadcast to business colleges.

This "go get it spirit" brought him many offers from business colleges in various sections of the country and it has kept him going ever since.

As a teacher he has had a wide experience in business colleges, having taught in the following schools: Hinman's College, Worcester, Mass.; Portland, Me. Business College; Lincoln, Nebr. Business College, Spaulding's Commercial College, Kansas City, Mo.; McDonald Business College, Des Moines, Ia.; Caton's Commercial College, Minneapolis, Minn.; Wood's School of Business, New York; Cedar Rapid's Business College, and Toland's Business University.

On December 2, 1909, he married Miss Mildred Smith of Flint, Mich., and in 1912 they moved to Detroit, Mich., where his entire time is devoted to the examination of questioned documents.

He deserves the title "Wizard of the Pen." Probably no other penman has been so versatile in styles. His copies in business and ornamental penmanship have been the inspiration of professional penmen as well as students. No scrap book is complete without one of his specimens—and surely he has been generous with his work.

We have always found him ready to do his part for better handwriting. He has always gone out of his way to help other penmen and as a result he has a host of friends.

We might say a great deal more about this remarkable penman but you must see his work in order to thoroughly appreciate it. We are, therefore, printing a few specimens from his pen in this issue. It is unfortunate that space will permit showing only a few specimens and publishing words of appreciation from only a few of his many friends.

As an expert on questioned handwriting he has been very successful, having testified in the courts of many of the states, and also the courts of Canada.

The penmanship profession owes F. B. a debt of gratitude. He has made this old world a more pleasant place in which to live.

Mrs. F. B. Courtney

Long may Francis B. Courtney live to enjoy the fruits of a busy life well lived, and to our young readers we would say "do your best to imitate his ability."

(Cntinued on page 18)

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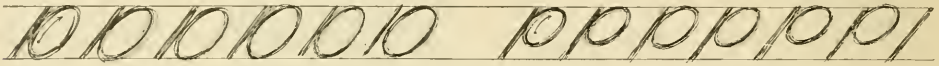
The BUSINESS EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

Practical Handwriting

By the late C. P. ZANER

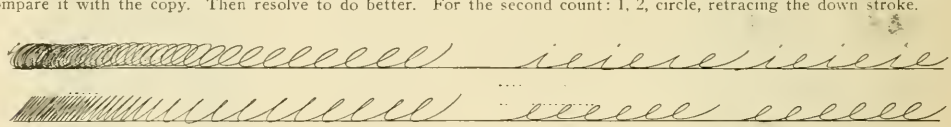
who was recognized as the greatest all-round penman

See how gracefully and how well you can make the reverse oval retracing exercise. Be sure to maintain an oval throughout and to finish it with the same slant that you start. This will not be easy to do, but it is necessary that you do it if you wish to maintain uniform slant in your writing. The straight-line exercise should be made with a quick, vibrating-like arm movement. That is, the forearm should act quickly in and out the sleeve in a slightly diagonal manner. There should be no finger action in exercises of this sort. Therefore avoid it by insisting that your arm shall move freely on the muscle located in front of the elbow. Try this exercise two spaces high instead of one. Then try it a space and a half high. Now the space-high exercises will appear easy.

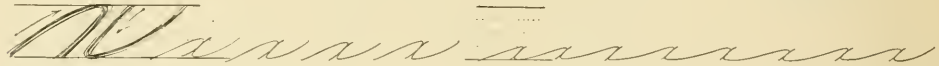


This retrace-oval and straight-line exercise is a most excellent one to train the hand to go where the intellect directs and the will decides. Make oval and straight-line exercise without raising the pen, and maintain uniform slant and spacing. If you can do this it is not likely that you will have much trouble with the P-like exercise which follows. Count: 1, 2, 3, 4, 5, 6, oval, 1, 2, 3, 4, 5, 6. Go quickly from the straight line to the oval without pause, and see how nearly round you can make the circle of the **P**. Watch carefully the slant of the straight line, and the spacing between the letters. If the lines blur and blot your pen is too course and worn or your touch is too heavy.

Start this letter form with an easy, upward swing, then retrace the straight line about six times using a vibratory, push-and-pull movement of the arm. See how rounding you can make the second part of the**P**, and how gracefully you can begin it. Also see how perfectly you can retrace the straight-line part. Curve the upper side of the oval as much as possible, and finish the letter easily and gracefully. Be sure to begin the letter by starting the motion rightward instead of upward and with a curve instead of a straight line. Pause now and then to examine critically your work and compare it with the copy. Then resolve to do better. For the second count: 1, 2, circle, retracing the down stroke.

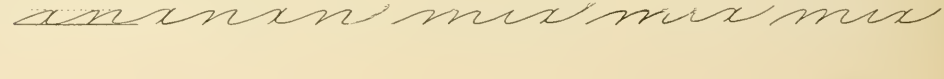


The upper and lower-turn exercises are well worth your most conscientious effort. Make them a full half-space high, and keep the down strokes quite straight and slanting. Make a good strong distinction between the turns and the angles, and yet do not get the turns too rounding, for if you do, the tendency will be to curve the downward strokes too much. Count for the down strokes only in the exercises, but in the principles count as follows: 1, 2; 1, 2; 1, 2; 1, 2, etc., accenting the two in the upper-turn principle and accenting the one in the lower-turn principle. Finish the upper-turn exercise with the pen resting on the line but finish the lower-turn exercise while the pen is in motion.



Begin the **x** the same as the **n** and begin it the same as **i** or **n.** After making the first part, raise the pen and place it at the top, and come down over the last stroke made, keeping the down strokes nearly straight. Make the up strokes the same in slant, and curve the one as much as the other. Come to the base line with the last part, and make the upper turn as rounding as the lower turn.

Count: 1, 2; 3, 4; 1, 2; 3, 4, etc., pausing between the two and three count. Avoid a sluggish motion on the one hand and a jerky motion on the other hand. The quality of line shows very plainly the quality of effort put forth. Note the different sizes. Practice each of the three sections clear across the page.



Begin and end **x** just the same as **n**. See how gracefully you can make the compound curve joining the letters. Repeat the three **x's** and three **n's** three times across the page. Write the word "mix" five times across page. Good writing is neither crowded nor sprawling; muscles must be neither cramped nor flaccid to do good writing, or in fact to do anything well. Keep turns rounding and angles sharp. Turns and angles should never be the same. Now see how well you can make a half page of these letters and word. End letters and words as carefully as you begin them.

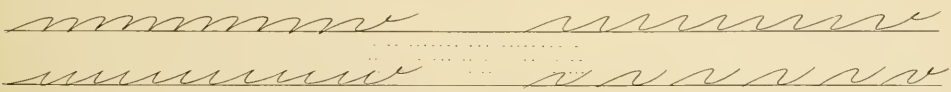
Retrace last part quickly, stopping with pen on paper.

Is your sleeve loose so that the arm can act freely within it? If your sleeve is tight you cannot hope to make much of a success of arm movement writing. The art of writing is not so easy that one can do it well in any old position, or dressed as dame fashion may dictate. Writing is the smallest, speediest, and most difficult art all are expected to acquire. You will therefore do well to observe every detail which makes for good writing, and to avoid those things which have a tendency to detract from good writing. Count: 1, 2, 3 for the second part of the copy, pausing on the stem with a dot finish. Do not raise the pen in the letter.

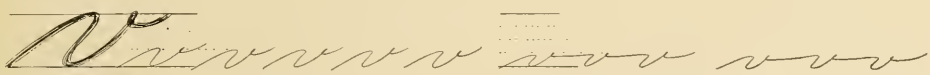
The **P** is composed of starting stroke, a straight retraced line, and reverse oval. Curve the up stroke in the oval as much as the down stroke. The oval should be about two-thirds as wide as long, and it should end on or near the straight line. Be careful in the use of the pen. Do not turn it leftward on the left point, for that soon injures it. Make the tracer across the page, then the one-space letter starting on the base line, and finally finish the practice on the letter starting at half the height.

Use in-and-out, circular, arm motion. Keep your movement under control of the will by thinking of the letter you are about to make. Be quick mentally, if you would be quick and precise physically. Count: 1, 2, circle, at the rate of about fifty a minute.

"Piunmx" is a very good name-like exercise to practice, as it reviews the little letters. See how much better you can write them. Watch spacing between letters, and turns and angles in letters. See that the down strokes of the small letters are parallel with the first stroke of **P**. Keep **i** sharp at the top and **n** rounding. Keep beginning stroke of **i** parallel to the last stroke of **P**. Write this word-like exercise at the rate of ten a minute, but pause now and then to criticise and direct. Watch spacing and slant and position and movement.



These exercises should be executed rapidly, with the movement coming from the elbow direct. Endeavor to keep the down strokes at the same slant. Aim to make upper and lower turns the same in size. To discover whether or not you are doing so, reverse your paper, and if they look the same upside down as right side up there is no question but that you are making them the same. Be careful to end all exercises with a tiny loop finish, pausing to do so. The up strokes should be made with the little finger slipping freely, and without any action whatever of the fingers. Count for down strokes in the exercises, but for the three-stroke principle, count: 1, 2, 3; 1, 2, 3; etc., giving one count for each stroke.



The **v** contains two turns, three strokes, and a tiny loop for a finish. The first turn should be just as rounding as the second, and the down stroke should be nearly straight and the same in slant as the down strokes in other letters. Avoid looping the finish, keep it high, and end it upward. Keep the second part nearly as wide as the first, for if it gets too narrow it may be mistaken for **o**.

The **v** is a very graceful letter when made well, and it is an easy letter to make if one employs a graceful, arm movement, and pauses gently in the finish. Avoid a quick, jerky motion. Pause neither at the top nor at the bottom. Keep the connecting stroke straight in going from letter to letter in the exercises. Count: 1, 2, 3; 1, 2, 3; etc., for the single letters, and one count for each letter when three are joined.

Practical Business Writing

By G. C. GREENE

Head of Penmanship Department, Goldey College, Wilmington, Delaware

No. 10

LESSSON 91

Most people do not like to write their signature below the obligations of a promissory note. If you will faithfully assume the obligations and promises of this note, it will mean more to you than perishable dollars. Write this note many times in your best penmanship and pass it along to your friends. They will admire your writing and appreciate your thoughtfulness.

$$$$$$$$$$ Wilmington, Del., Mar. 16, 1930.

For years after date I promise to treat myself to many, many ———— Dollars value received with interest in health, success and happiness. Payable at the Bank of Just Rewards in proportion to the way I think, act and use my time. R. U. Ambitious.

LESSSON 92

This and the following lesson on Success and Failure, by Edgar Guest, is worth writing many times. Pick out your poor letters and words and practice on them, then rewrite the entire lesson. Make all letters the same in slant. Observe your spacing closely. See that all extended loops are equal in size and height. Keep both eyes open while criticizing your own writing.

"I do not think all failure's undeserved,
And all success is merely someone's luck;
Some men are down because they were unnerved,
And some are up because they kept their pluck.
Some men are down because they chose to shirk,
Some men are high because they did their work.

LESSSON 93

I suggest that you begin now to memorize these lessons. The ideas presented in the lessons of this issue of the Business Educator will help you in many ways in addition to helping you improve your penmanship. I sincerely hope I can leave at least one good thought in your mind that will help you to be just a little happier. Prepare yourself now to enjoy the good things to come.

"I do not think that all the poor are good,
That riches are the uniform of shame;
The beggar might have conquered if he would,
And that he begs, the world is not to blame.
Misfortune is not all that comes to mar;
Mock men themselves have shaped the things they are."

LESSSON 94

Continue to reduce your penmanship until it is easy for you to write just the size of the copy. See that all inverted loop letters are equal in size and length. Have a uniform plan for beginning and ending all words. Strive for a neat, legible hand. Do not scribble. Master your bad habits and become strong and efficient. Find your weak points right now and start improving.

"How much I get out of life depends entirely upon me and my efforts—depends upon how much I change myself for the better. It is up to me how much change there shall be? I am the only one who can answer that question—It's up to me—I can become what I want to be—If I am willing to pay the price".

LESSSON 95

Look what an interesting lesson you have here! If you are about to lay down on the job, read this, get up, and "Keep a-going'." Strike out in strong, bold movements and accomplish something. Make all connective strokes long. Write this lesson over and over until the long strokes become easy. I can write all this lesson in 1½ minutes. I can do my best work in 2¼ minutes. How does this time compare with your writing?

"Keep A-Goin'
If it's rough along the road,
And you're burdened with a load,
Keep a-goin'
Life is worth each smile and tear.
On ahead there's lots of cheer.
Every step will bring you near.
Keep a-goin'."

LESSSON 96

If you have had difficulty in working up these lessons, you may now congratulate yourself. Everyone who shuns a hard lesson is passing up their best opportunity to grow strong and become a leader in the world. If you have passed up some difficult lesson, go back and redeem yourself. It takes courage to do this but it will pay you dividends for life.

"Have you a hard job? Then congratulate yourself. Have you an easy one? Then you are deserving of sympathy. No athlete ever grew muscle by watching others exercise. No successful man ever won distinction by holding down soft jobs."

LESSSON 97

Here is a hit of psychology that will help you. Practice both the penmanship and the idea and double your returns. Begin all lines even. Take time to cross the t's and dot the i's as they should be. Indifference and carelessness will keep you from enjoying the better positions. "When you get a good thing, remember where you got it."

"Now a bit of praise isn't much to give,
But it's dear to the hearts of all who live;
And there's never a man on this good old earth
But is glad to be told that he's been of worth;
And a kindly word when the work is fair
Is welcomed and wanted everywhere."

LESSSON 98

This and the following lesson is a continuation of the same idea. You will derive much good from this lesson. Keep up your enthusiasm and do not be satisfied until you can write a full page in a neat legible style. Practice Lessons 98 and 99 in one complete drill. Always use good ink, and change pen points often. Never let an opportunity pass to increase your knowledge or render a service.

"As you think, you travel; and as you love, you attract. You are today where your thoughts have brought you; you will be tomorrow where your thoughts take you. You cannot escape the result of your thoughts; but you will realize the vision (not the idle wish) of your heart, be it base or beautiful, or a mixture of both, for you will always gravitate toward that which you secretly most love.

LESSSON 99

It is generally known that most people only use about 10% of their ability and energy. Are you in earnest now? Shall you try, try hard, conscientiously, to improve your handwriting? You can be the happy, successful person you want to be. All the powers of the Universe are eager and anxious to help you. Can you arouse enough energy and enthusiasm to go back to the beginning of this course and work it all over once more? You are now prepared to get a great deal of good from a careful, thoughtful review.

"Into your hands will be placed the exact results of your thoughts; you will receive that which you earn, no more, no less. Whatever your present environment may be, you will fall, remain, or rise with your thoughts, your visions, your ideals.

You will become as small as your controlling desires; as great as your dominant aspirations."

LESSSON 100

You have now reached the last lesson in this course. It is the longest lesson you have had and should be written, and carefully balanced, on one page. Do your very best and send in this lesson along with Lesson 65 to the Zanerian College. If your work is good enough, you can win a certificate.

It has been my desire to make this course interesting, practical, and helpful. To what extent this is true, you are the judge. I have had to leave many practical things out on account of my very heavy college program. If you have gone along with me in this series of lessons, I would greatly appreciate a word from you with any suggestions you wish to make. Thank you. Good-bye!

Dear Friends of the Business Educator:

In this my concluding lesson, I wish to thank those who have so faithfully gone along with me in this course. I trust you have enjoyed these lessons and derived as much pleasure and profit from them as I have in their preparation.

In wishing you a happy and successful future, I know of nothing better than "My Goals" by Edgar A. Guest.

A little braver when the skies are gray,
A little stronger when the road seems long.
A little more of patience through the day,
And not so quick to magnify a wrong.

A little kinder, both of thought and deed,
A little gentler with the old and weak,
Swifter to sense another's pressing need,
And not so fast the hurtful phrase to speak.

These I can do and be from day to day
Along the humble pathway where I plod.
So at last when I am called away
I need not make apologies to God.

Milwaukee, Wis., Jan. 2-07

James B. Raynor,
Detroit, Mich.

Dear Sir: I submit this as a sample of my rapid business writing.

Yours truly,
Francis B. Courtney.

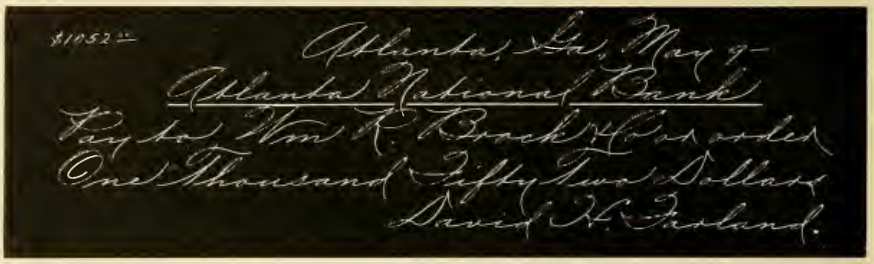
: : Commercial Papers : :

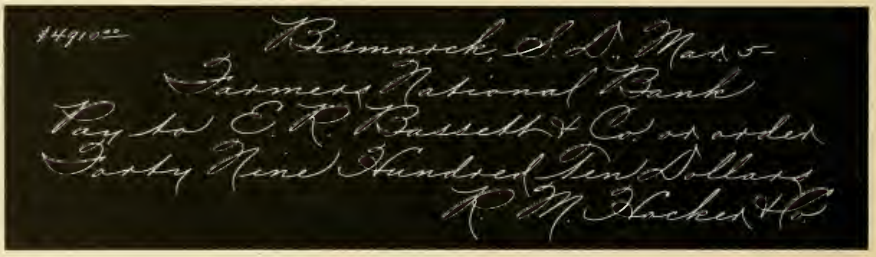
By F. B. COURTNEY

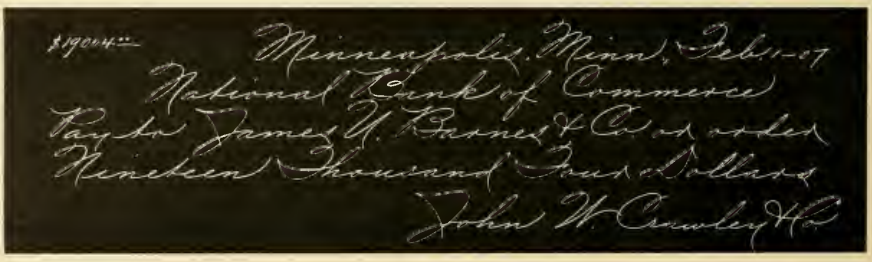
In the work on these two pages Mr. Courtney has displayed a style of handwriting which is bubbling over with life and grace. It is distinctly Courtneyesque. This is a style many people admire. See how well you can imitate it. Notice the beautiful running style, the slant and grace.

Each illustration is very carefully planned and arranged. Good arrangement is very important for good work.

Handwriting such as shown herewith is an asset to any young man or woman in any position in life. It is especially valuable in an office.







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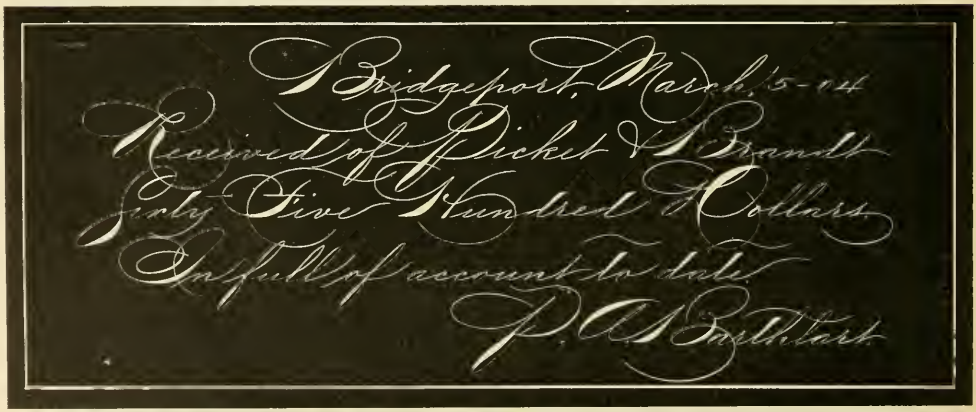
By C. C. Lister, Maxwell Training School for Teachers, New York City

Writing Movement

Muscular movement, combined movement, and arm movement are terms used to describe the approved process of writing. None of these is ideal. The term muscular movement is vague because all writing is muscular in the sense that it is produced by muscles. The term combined movement does not indicate what is combined. Arm movement does not distinguish between the movement of the arm when resting on the desk and when it is supported entirely from the shoulder. The finest writing is the result of a close coordination of the muscles of the arm, hand, and fingers. But what should we call it?



F. B. Courtney wrote the above in 1904.

THE NEED FOR QUALIFIED TEACHERS of PENMANSHIP

A Talk Given to the Members of the N. A. P. T. S. by Mrs. Janice Taylor Allison, the Taylor School, 1002 Market St., Philadelphia, Pa.

In a gathering such as this, composed of teachers of penmanship or those interested in the art, one naturally expects to receive from each individual a strong reaction as to "The Need for Qualified Teachers of Penmanship." However, we as leaders in this branch of commercial education, have no desire, notwithstanding our enthusiasm for penmanship, to mislead teachers that are to follow us in the great teaching field. In this machine age, characterized by rapid developments and changes in all lines of human endeavor, there are thousands of wage-earners who are compelled to turn their attention to other lines in order to procure a livelihood, due to the fact that the trade they learned in youth has been entirely eliminated. If there exists a "Need for Qualified Teachers of Penmanship," it is our duty to prove such a need, in order that teachers may prepare themselves to meet it.

On the other hand, if qualified teachers of penmanship are no longer in demand, it is certainly our duty to direct this fact to the attention of those planning to enter the teaching profession. In order to arrive at a correct understanding of the situation throughout the United States, it was thought best to seek information from three sources. 1. Teacher Placement Bureaus. 2. Supervisors of Penmanship. 3. Commercial Teachers.

To procure unbiased opinions from members of our first group, a questionnaire was sent to the leading Teacher Placement Bureaus. It embodied such questions as: Do you have many calls for Supervisors of Penmanship? Do you have many calls for teachers who can also teach penmanship? Are many calls for teachers who are also qualified to teach penmanship?

These questions seemed to strike a responsive chord, because an immediate answer was received from every individual to whom a letter was sent. Furthermore, the information gathered from these agencies actively engaged in the placing and advancing of teachers, was very encouraging.

To the first question: "Do you have many calls for Supervisors of Penmanship? " the answers were about evenly divided between, "yes," and "a few.' To the second: "Do you have many calls for teachers who can also teach penmanship? If so, do you have any difficulty in procuring teachers? The Bureaus were unanimous in their answer, "Yes, we have many calls for teachers who can also teach penmanship." And one leading placement service in the Middle West added a footnote, "There is a strong demand for combined teachers of penmanship and bookkeeping, or teachers of penmanship and shorthand. I advise anyone to specialize in penmanship alone if he has very unusual talent. However, a combination of penmanship with some other subject affords a fine opportunity to secure employment."

To the last question: "Are your calls for teachers qualified to teach penmanship increasing?" the response was diversified. For instance in the East, it was shown that the demand exists for departmental and commercial subjects combined, and from the South one placement manager wrote, "Yes, calls are increasing and wish to add that not enough time is being devoted to penmanship, particularly in the Junior High Schools and the High Schools. It is my belief that they offer most promising fields to Supervisors of Penmanship."

In the Middle West calls are increasing, and from the far West we learn there are quite a number of excellent opportunities for Supervisors of Penmanship every years. There always is a large number of calls for grade teachers, who are also qualified to direct this subject throughout the grades. It is also claimed that such teachers always have the preference over otherwise equally strong candidates in various grade departments; furthermore, penmanship is constantly being stressed by Superintendents and it is only a matter of time until all grade teachers will be required to have special training in this subject.

Mrs. Allison answers some very vital questions with convincing arguments and proofs. We believe that every person thinking of preparing in penmanship should read this article. There is considerable demand for good qualified teachers of penmanship, and at attractive salaries, but as advocated by the Association, those who desire to succeed in this interesting line of work must prepare more thoroughly than ever.

To the second group, Directors of Penmanship in all the leading cities, the following questions were directed: 1. Is there a real demand for teachers of penmanship? 2. Do you feel that the supply of qualified teachers is equal to the demand? 3. Would you recommend a teacher to take up this line of work as a profession? It was interesting to note the reaction to this questionnaire and to, "Is there a real demand?" The answers ranged all the way from, "I think there is always a healthy demand for good teachers of penmanship," down to, "It seems that there isn't," yet the Supervisor submitting the last answer added in a footnote, "All grade teachers must teach it."

To question number two: "Do you feel that the supply is equal to the demand?" With only two dissenting voices, the answers were "no."

To question number three: "Would you recommend a teachers to take up this line of work as a profession?" It is interesting to formulate a composite answer, by taking excerpts from replies submitted by nationally known Supervisors. Yes, if thorough preparation is made. This profession is like any other, if a person with the right make-up enters it and is willing to work and study, I know no other line of endeavor, after 38 years of experience, that offers better opportunities. But, a person should not specialize in penmanship, without a degree from some higher institution of learning and be fitted to teach other subjects. All teachers should be come familiar with the use of measurement as an aid to instruction, have an understanding of individual differences in children and possess the ability to write. Commercial subjects and penmanship, make a fine combination.

To group number three, commercial teachers in High Schools, the following queries were sent: "Do you consider that penmanship assisted you to procure your present, or any teaching position? Do you now teach Penmanship?" Many interesting comments were received from those actively engaged in High School work, showing that individuals who had been thoroughly trained were enthusiastic over that training and the results accruing. At this point, may I add a few thoughts gleaned from my own personal experience as instructor of penmanship in the State-Approved Teacher Preparation Department of a Business School? It is my firm conviction not only in preparing young people to teach but in watching them procure their positions, that good penmanship is a factor which cannot be overlooked, if the right results are to be obtained. Good penmanship is conducive to neatness and, as one young teacher views it, "Penmanship helped me procure my first position because it enabled me to make application in good handwriting and I think everyone expects a commercial teacher to be a good writer," while another one writes with enthusiasm, "Yes, penmanship assisted me, because our Superintendent is very much interested in writing and he took that into consideration."

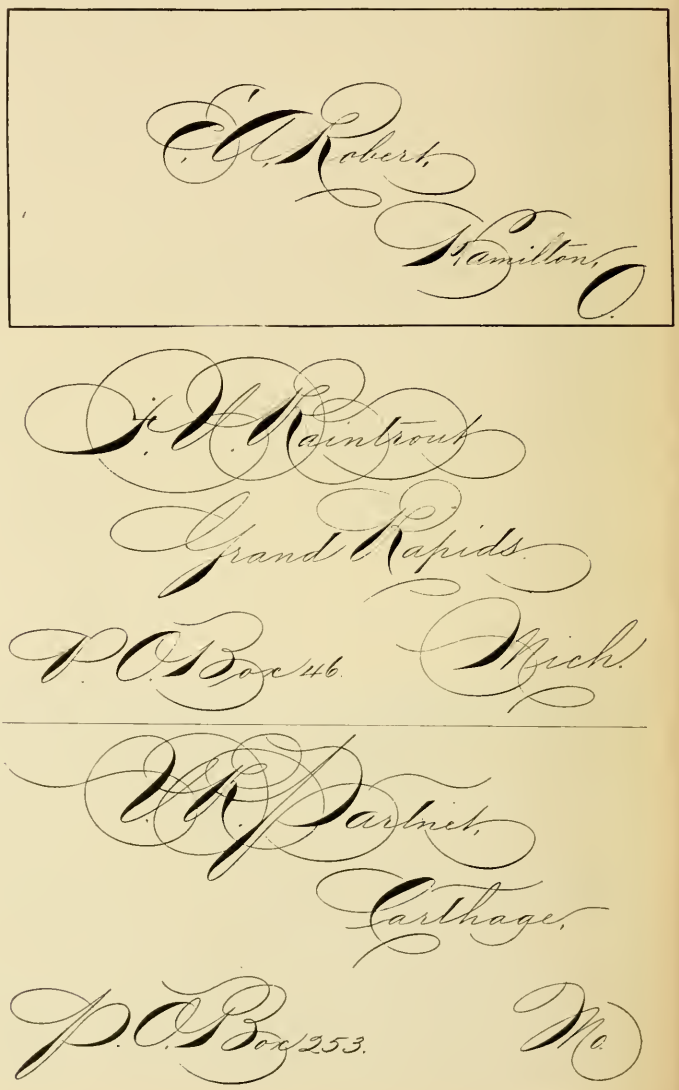
It is hard for a penmanship enthusiast to reconcile himself to the fact that many young people are entering college for a four-year course in preparation to teach commercial branches, from which they will emerge with a degree and with a system of longhand that will take an Egyptologist to decipher.

Throughout this paper we have

steadily proved that penmanship has, and by right should have, a prominent place in education, therefore, why should it be neglected?

Furthermore, we have shown that the grade teacher, who holds a Penmanship Certificate—all things being equal—has a preference over the teacher not so qualified. Why, then, will teachers desiring to advance in their profession be so shortsighted as to overlook preparation in penmanship? Why, with the splendid schools and all the special advantages offered by those interested in this subject, do they fail to procure a fine working knowledge of the art? This recalls to my mind an incident that occurred in the office of one of our leading teacher bureaus. Two applicants, of about equal personality, were awaiting an interview with a Superintendent. The first candidate told of her preparation, her experience and success in the schoolroom—all of which, seemed to make a favorable impression. However, as practically the last question the school official asked, "Oh, by the way, can you teach penmanship?" To which she answered, "No." "Would you be willing," said he, "to take a short course this summer just to get a little start and develop your knowledge of writing as you teach?" One can imagine the surprise with which her answer, "No, I don't like writing," was received. The next applicant was then interviewed, and it soon developed that while she might have had less experience than the first candidate, she was a good writer and had taught it successfully. This resulted in her immediate employment, while the other teacher, to our personal knowledge, did not procure a position that fall. Later, in talking with the manager of this placement service, it was explained that this was not an infrequent occurrence, as many an otherwise excellent teacher was unable to procure suitable employment through a lack of foresight in preparing to teach longhand.

While discussing, "The Need for Qualified Teachers of Penmanship," little has been said concerning the preparation needed by those teachers. You will recall that a Director of Penmanship was quoted in a foregoing paragraph as saying that all teachers should become acquainted with the learning process and should know the use of measurement as an aid to instruction. To this modern feature of penmanship preparation, we must heartily agree. But the teacher, who hopes to be successful, must also understand penmanship form. What an inspiration to a group of children to see a teacher who is able to write beautifully. What an incentive it is for these children to follow the leadership of such an instructor. But one should not depend upon form alone, but should possess exact knowledge as to position and movement. Another neglected factor in the preparation of teachers is the fact that so few are able to write skillfully on the blackboard. No teacher is thoroughly prepared to take charge of a class in penmanship who cannot freely and easily execute suitable copies on the board. Do not take it from this that we advocate the dispensing with penmanship books that so helpfully place the proper character, size, and form before the student, but to see beautiful blackboard work and to note the movement used in forming the letters or words, is in itself a great step in the procuring of high-grade results. No, fellow members of the E. C. T. A., good writing is not out of date, nor will those who are gathered in the penmanship section today, live to see penmanship relegated to the background. But in order to have good writing, we must have good teachers. Let us, then, resolve here and now to exert our every effort to stimulate interest in good writing, thereby insuring to future generations the benefits derived from a good business hand.



Put these beautiful Courtney envelopes in your scrapbook for future reference.

PUBLIC SCHOOL HANDWRINING

By FRANK H. ARNOLD, Supervisor of Writing
Spokane, Washington

WHAT TEACHERS BELIEVE

I am a supervisor, yet I hope I am a teacher. If I am not a teacher in the true sense of the term, I should not be a supervisor. Regarding myself as a teacher, I believe it is appropriate, then, to tell in this article some of my own beliefs. I shall do this in the paragraphs that follow.

I do not believe that the teaching of formal lessons in handwriting should end with the sixth grade. I believe that formal writing lessons should be taught in the seventh and eighth grades. The physical development of the average sixth grade child will not permit of his doing the work in handwriting that he should. If a muscular movement system of writing has been taught for years in a school system, the average sixth grade child should be able to write rapidly and easily with muscular movement. But that doesn't mean that the form of his writing will be what it ought to be. There is a world of difference, so to speak, between the form of the writing of the sixth grader and the eighth. The eighth grade child has so much better control of his writing muscles. He can do what we call finished writing. He can write smoothly and accurately.

Why should we expect the sixth grade child to do superior writing? The average sixth grade child is only eleven years old. He has small muscles. He is undeveloped in every way. He is not fitted to do satisfactory writing.

Quite recently I had a conference with forty-one seventh and eighth grade teachers. At the close of the conference they answered a number of questions. They were told to write their answers and tell what they honestly believed. One of the questions read as follows: **Do you believe that no formal penmanship lessons should be taught after the sixth grade? Forty teachers answered "No." One lone teacher answered "yes." In other words, forty of the forty-one teachers believe that writing instruction should not end with the sixth grade.**

I believe that these seventh and eighth grade teachers ought to know something about the matter. I regard them as good authorities. They know the kind of pupils they receive. They know the abilities of these pupils. They cannot believe that the pupil should go on to high school or out into life with the handwriting that the pupil acquired in the first six years of his school life.

Then, there is another angle to this question. The average teacher in any school system of any size in the West does not teach pupils who have had six years of training in proper penmanship methods. Many pupils come to the teacher with very poor preparation. They come from small places where penmanship has been neglected or from cities that do not stress penmanship. It is impossible to make good writers of these pupils in a year or two. Many of them are sixth graders in other subjects, but fourth graders in penmanship. Shall we say to these "fourth graders in penmanship" that all writing instruction will end at the end of the sixth year? If we say that, we will do them an injustice. Our schools will turn out thousands of scribblers instead of good writers. Business men will continue to condemn the elementary schools, and will say, "Why they do not even teach pupils to write a fair hand."

All of our seventh and eighth grade teachers do not give an equal time to penmanship. The average teacher, however, gives at least one hour each week to the teaching of handwriting. A number of our teachers have twenty-minute periods, five times each week. To the question, "Are we giving too much time to the teaching of handwriting in the seventh and eighth grades?" thirty-four teachers answered "no"; two teachers answered "yes." Again, I desire to say that I believe these teachers know what they are talking about. They are interested in the welfare of the boys and girls they teach.

It might interest some of the readers of this article to know that in Spokane we teach penmanship in all the eight grades.

HORACE GREELEY'S PENMANSHIP

There are many amusing instances given of mistakes arising from the illegible handwriting of Horace Greeley. The Philadelphia Ledger adds the following to the collection:

Here is what Greeley wrote:

Dear Sir—I am overworked and growing old. I shall be sixty next February 3d. On the whole, it seems I must decline to lecture henceforth, except in this immediate vicinity, if I do at all. I cannot promise to visit Illinois on that errand—certainly not now.

Yours,
HORACE GRELEY.

M. B. Castle, Sandwich, Ill.

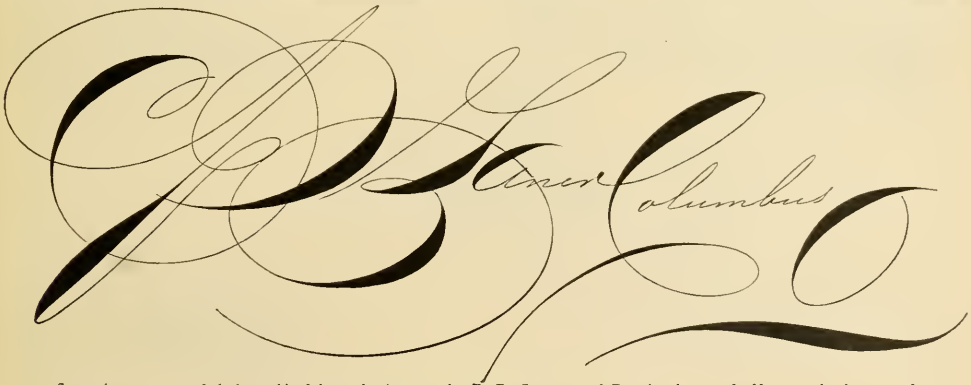
And here is how the Lecture Committee read it:

Sandwich, Ill., May 12.

Horace Greeley, New York Tribune:

Dear Sir—Your acceptance to lecture before our association next winter came to hand this morning. Your penmanship not being the plainest, it took some time to translate it; but we succeeded, and would say your time, "third of February," and terms, "sixty dollars," are perfectly satisfactory. As you suggest, we may be able to get you other engagements in this immediate vicinity. If so, we will advise you.

Yours respectfully,
M. B. CASTLE.



Strength, contrast and dash combined in a pleasing way by F. B. Courtney, of Detroit, the grand old man who has served the penmanship profession well.

Expressions of Admiration from a few of Francis B. Courtney's many friends.

(See page 5)

FAMOUS FRANCIS

Few specimens of business and artistic penmanship have ever been published that afforded as much inspiration and interest as those from the hand of Francis B. Courtney. His constant aim and desire to hold and advance good penmanship has long been an inspiration to the entire penmanship profession.

Good penmanship has lost none of its value and high appreciation among business men who still select suitable applicants from the quality of handwriting. Mr. Courtney writes his famous style more skillfully than ever and penmen, teachers, and pupils will continue to look for more Courtney handiwork.

Sincerely,

H. B. LEHMAN.
St. Louis, Mo.

I consider Francis B. Courtney the most skillful ornamental penman known to the world today.

ELMER D. MILLER,
Dir. Com'l. Edu. and Handwriting,
Pittsburgh, Pa.

I have often wondered how it must feel to be a penman like Mr. Courtney. The quality of his work is of the highest order and the styles he has to offer are numberless.

I hope he may be spared to carry on the good work for many years to come.

J. C. WAY,
The Success Business College,
Winnipeg, Man., Canada.

Thirty years ago this month, I received from Mr. Francis B. Courtney the most beautiful, artistic and professionally skillful handwriting that I have ever seen in my life.

The talent Mr. Courtney manifests in the beautiful and practical application of the penman's art as exhibited from time to time in Zanerian publications for the benefit of readers who have appreciation of the beautiful and who can understand its significance and success compelling qualities in the commercial world, makes his works golden links in the broad field of penmanship.

FRANCIS L. TOWER,
Hammonton, N. J.

Thirty years ago I first ran across accidentally a copy of The Business Educator which contained some beautiful writing by Francis B. Courtney. I remember distinctly how I sat up until 3 o'clock in the morning practicing from this specimen of Mr. Courtney's writing. During all of the intervening years Mr. Courtney has been turning out writing that has inspired thousands of young men and women who are learning to write as well as would-be penmen who think they can write and even professional penmen who would like to write as well as Mr. Courtney. The entire profession owes him a debt of gratitude which it cannot pay.

I am happy indeed to have the opportunity to express my high regard for Mr. Courtney and his skill.

S. E. LESLIE,
Cleveland, O.

I am glad to learn that the June number of the Business Educator is to be a sort of testimonial to F. B. Courtney, a courtly, hospitable gentleman, and one of the comparatively few remaining penmen who link the present with the past.

I first began to admire Mr. Courtney's delicate strokes forty years ago, and, in the years that have passed, whether he was disporting himself on the banks of Lake Quinsigamond near Worcester, Mass., or kicking up his heels on the plains about Lincoln, Neb., or qualifying under the late Robert C. Spencer's formula for the Milwaukee blue ribbon, or standing unperturbed as an authority on questioned handwriting in the courts of Detroit—Francis Courtney has been in the very van of the masters of the pen.

In the language of the Easterns, "May his shadow never grow less!"

Sincerely yours,

E. E. GAYLORD.
Beverly, Mass.

One of F. B. Courtney's unique signatures.

It is indeed a rare pleasure to join the endeavors of the Business Educator to pay a compliment to our worthy friend and master penman, Francis B. Courtney.

It has been my privilege to know him during the past twenty years and I have enjoyed many kindnesses and much hospitality from Mr. Courtney.

Few in the profession have reached a degree of perfection that he has; however, he always found time to say words of praise for his contemporaries and in most cases conceded things in their favor.

During the past fifteen years Mr. Courtney has devoted his efforts to forged and questioned documents and in this service has won the respect and confidence of prominent judges and lawyers for his strict adherence to those ideals which stand for fairness and the desire to serve those on the side of right.

Sincerely yours,

JOHN S. GRIFFITH,
Englewood Business College,
Chicago, Ill.

Few men have passed the gospel of penmanship like my dear friend, F. B. Courtney. He was always a "live wire" and highly inspirational.

I have always considered Courtney one of our greatest all-round penmen. His contribution to penmanship is an everlasting testimonial to the cause of business and education.

Fraternally,

L. C. McCANN,
McCann School of Business,
Reading, Pa.

As long as I have known anything about penmanship, I have been admiring the unique and masterly work of Mr. Courtney and only last month while visiting him I watched him swing off Ornamental Capitals, Signatures and Flourishes with all the ease and sureness of the Old Master.

May the coming year be for him fruitful in health and happiness.

M. J. RYAN,
Peirce School,
Philadelphia, Pa.

A recent style made popular by F. B. Courtney.

An Open Letter

By J. A. SAVAGE,

Supervisor of Writing, Omaha Nebraska, Public Schools.

Copy of letter sent to Park School to be used in their school paper

An open letter to the boys and girls of
Park School:
Omaha, Nebr.

Another school year has passed and it is almost time for another summer's vacation. I am wondering whether you are perfectly satisfied with the progress you made in school this year. It would be a good idea for each one to look at his own reflection in a mirror, and have a heart to heart talk with himself about what has been accomplished.

I, of course, am especially interested in your writing. I am wondering whether you have put into it the effort that is necessary to produce a good style of writing which will be of service to you during the remainder of your time in the grades, in high school, and in the university. I wonder whether your writing is the kind that will be a real help to you in the rest of your school work and after you become men and women and go out into the busy workaday world — the "University of Hard Knocks."

I am told by the principal of one of our high schools that they are getting from the grades the most good writers and the best writers that they have ever had. We are often complimented on the nice style of writing that is being done by many of our eighth grade graduates. In commenting upon this, the principal of the high school mentioned, said many very nice things about our good writing and the fact that it is of so much help to the boys and girls in doing their high school work. Then he spoiled his nice compliment by saying "but". (Now children, if anybody says anything nice about you and then says "but", you had better look out, for something else is coming.) This man said, "But, I am sorry to say that about one-third of those who come to high school writing a good hand, lose their good style in only a few weeks and their writing becomes so bad that we can hardly read it; the instructors complain about it and sometimes have to have pupils write their lessons over two or three times before it is acceptable."

Now, "What is the reason for this?" you may ask. "Why doesn't their writing stay good after it has once been good?" This is very easy to explain. Those children whose writing has always been poor in the grades, who have paid little attention to good movement and form in their regular lessons and thought that if it can be read, that is all that is necessary, often make up their minds when they reach the Eighth B* class that they will bring their writing up to the gold seal standard. They then get very busy the last three or four months before graduation, work hard, think much of good position, movement, and form, and of course, their writing increases rapidly. Children who do this often improve so much in their writing that by the time their final specimens are sent to the supervisor for examination,

J. A. Savage, who will teach in the 1930 Zanerian Summer School.

it is so fine that they are granted certificates with gold seals. This type of pupil exerts himself to prepare nice looking papers when he first enters high school but he has to think about his position, form, etc., every time he writes. It is not long until the work in high school becomes so heavy that he cannot spare the time to think about these things and he soon goes back to his old habits of poor position, cramped movement, and careless inaccurate letter form.

But what about the other two-thirds whose writing stays good? These are the boys and girls who formed the habit of good position, free movement and good form while they were down in the Fifth, Sixth, and Seventh grades Of course, these children at first had to think much about their form, position and movement too; but by giving careful attention to these things in the intermediate grades, they formed the habit of writing well in al lwritten lessons so that they automatically did good writing without thinking about it. When they were graduated from the grades and entered high school their good habits stayed with them and are continuing to help them in their high school work.

I am glad that several Eighth B graduates from Park School got their gold seals this year, and certainly hope that their writing will continue to be of high grade aiter they enter high school. I hope that you other boys and girls will all learn to write with good position, free movement, and splendid form long before you are graduated in order that the habit will be well fixed and that you will continue to write well in later years.

*In the Omaha schools the "A" division of all classes is the lower and the "B" division is the upper section.

By H. S. Blanchard who has promised a series of contributions to the Business Educator.

GLITTERING GRADUATES

By C. R. McCANN, McCann School of Business, Hazleton, Pa.

This is the season of the year when brides are picked out but I might as well stop because the average man does not do the picking—he only thinks he does.

Another important event in the lives of most of us is the commencement time when thousands and thousands of young men and young women will look upon their dear Alma Mater for the last time as an undergraduate; some with a feeling of delight, others with remorse. However, be that as it may, these young people must jump out into the cruel business world and learn to adapt themselves to its laws and customs.

I was just wondering whether or not any of them have ever been taught anything about what one may expect in this dear old world of ours. Most of them do not have the least idea of what is in store for them.

The High School graduate has high hopes and aspirations and it is well that he has. He should forget early his importance of being a High School graduate. It is so easy to distinguish a Freshman in College by his High School importance. If High School boys only knew it, they would throw off this important air of "knowall" and just act as if they had known the place all their life. The day will soon be here when High School diplomas will not be issued. Just a certificate showing that the holder has attended classes in the High School for four years will be sufficient.

After all, it is not so much the diploma but who the holder **is** and what he does with it that counts so much in after life. Do not blame the School Board or the Faculty if you do not succeed in life but blame yourself. Goodness only knows, those in Administrative control of the Public Schools are trying to give the boys and girls the best that money can buy, or at least that is what we taxpayers learn when we pay our School Tax.

Are we taxpayers getting a fair return on our money invested in these million dollar plants? It is true that we want our children to get the best in the land along the educational line. "Fine feathers do not always make fine birds" applies equally well in School Building Programs. Our old friend Mark Hopkins was a shrewd fellow. About all he had was a log and a student on one end. In other words, it was the teacher, not the building, that counted in the training.

What is the boy going to do with his diploma? There are several thousand taxpayers asking this question every year at graduation time. It is up to the boy to show the hard-headed taxpayer that it is a good thing. These business men all live in Missouri—you must show them and they live in the heart of the state.

There is another class soon to be graduated. These people have recently left the halls of the High Schools and are now Teachers Training College graduates. They are trained to teach "the young how to shoot." This person knows what he intends to do. He knew that before he entered College. In all probability, his uncle promised him a school when he gets his diploma, provided said Uncle is still a member of the majority on the Board of Control. If this dear graduate has not learned the political game, it will be too bad for him when the school are passed around. It is sad to relate but nevertheless it is true. The interesting thing about the whole affair is that these politicians all want to help—especially if they are coming out for office soon. We all must live and learn. This world is a great school house where we learn what is good and what is evil.

The Colleges present a different problem. These graduates, as a rule, have not decided upon a career. Many went to college in order to be out of the way of the popular hostess. They were nurtured and tutored by nurses and governesses—almost total strangers to their fathers and mothers. It might be well for those in charge to tell their students before it is too late, the problems that are waiting with open arms for them. Have some man with experience talk straight from the shoulder about the manner and method of getting started in life. Most of the teachers in College do not have that conception. Professors usually live in another world, while heading the department, so that they do not know the highways and byways of a successful career. In other words, they live in theory and forget the practical side of life. If you do not believe it ask any Army Officer who dealt with college professors during the formation of the S. A. T. C. at the time of the World War. Not all are alike, but the percentage is against them so they are classed in one group. This practical man will tell them for which line of business they are adapted. Not all are adapted to one particular line of endeavor.

I once knew a physician who had a boy. The father wanted the son to be like himself. The boy did not like the profession of his father, and many sons are of that same opinion. The father was insistent and as the son was a dutiful young man, to a Medical College he went. After graduation he became a healer of the sick. Once the father took a trip and was gone several months. The son looked after the patients with due care. There was one woman whom the father had treated for years. The son treated her likewise. When the father returned he naturally wanted to know how everything went while he was away. To this the son replied, "Fine, Dad, Mrs. Jones is now well and does not require our services any longer. I cured her."

"You did? Well, you are a fool," snapped the irate father, "Mrs. Jones paid your way through colloge."

In this day and age it would have been called unethical to do such a thing as was done with Mrs. Jones. At least the Service Clubs tell us so.

After the father died the son did not follow the profession but instead became an Electrical Contractor and a rich, contented man. The father picked out the business for the son instead of letting the son use his own discretion in the matter. The best teachers should be in the grade schools in order to find the inclination of the boy. Have the mediocre teachers in the High Schools but the highest qualified should be in contact with the growing boy. This may be contrary to some of the teaching but are we sure the perfection has been reached now? Almost anyone can ride a horse if it has been well trained as a colt.

This experienced person will address the graduates on the small things in life. One of these will be punctuality. By that he will explain coming to work on time and doing the thing that needs to be done **now**—do not put it off and "Let George Do It" but do it at once. More failures are the result of procrastination than any one thing in the business world. Most of the undergraduates have accustomed themselves to the grabbing of Sinkers and Java and gorging themselves on the run. "If I am five minutes late that will not matter," he says to himself. Five minutes means 30 minutes a week. It all counts when the dividends and extras are passed around at Christmas time. I know many who were always late at school and in chicking them up in after life find the same thing is true in their business life. What they are in school that they will be in after life certainly holds water if anything ever did. It is all "up to the individual" just what he wants to do in life. It is true but it pays.

MOUNTAIN STATE BUSINESS COLLEGE

In the last months issue of the Business Educator we spoke of Mr. Sine's school building in Parkersburg, W. Va., as being constructed of concrete where in reality it is a brick building with a concrete foundation. The Mountain State Business College is doing fine work in commercial education.

Write for book, "How to Become a Good Penman," and beautiful specimens. FREE. Your name on card if you enclose stamp. F. W. TAMBLYN, 406 Ridge Bldg., Kansas City, Mo.

OFFICERS OF THE NATIONAL ASSOCIATION OF PENMANSHIP TEACHERS AND SUPERVISORS

President

Raymond C. Goodfellow, Director of Handwriting, Public Schools, Newark, N. J.

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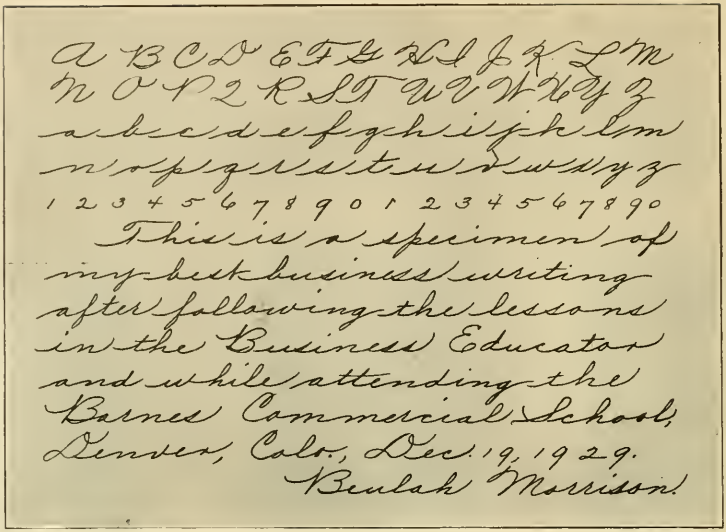
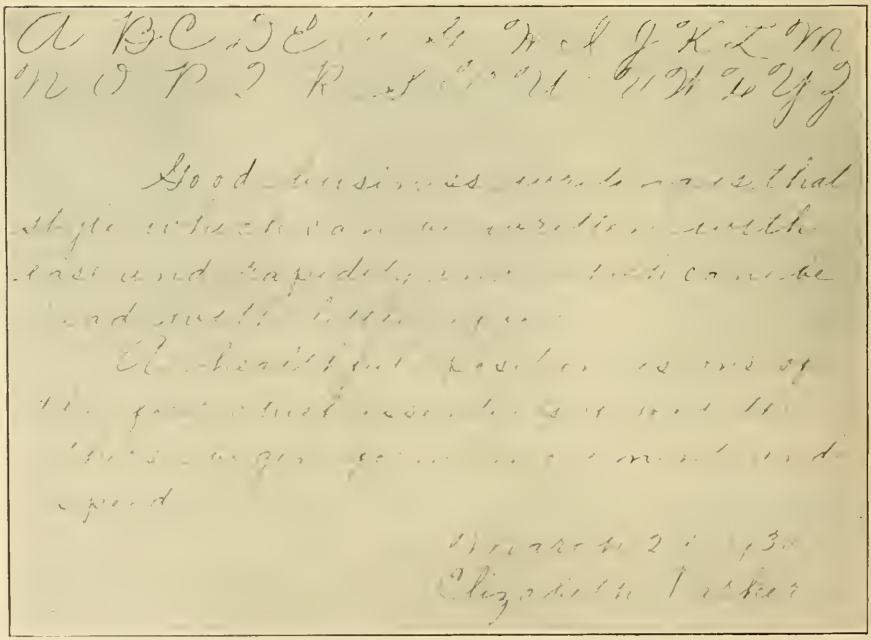
Host to Convention

Irving R. Garbutt, Director of Commercial Education and Penmanship, Cincinnati, Ohio.

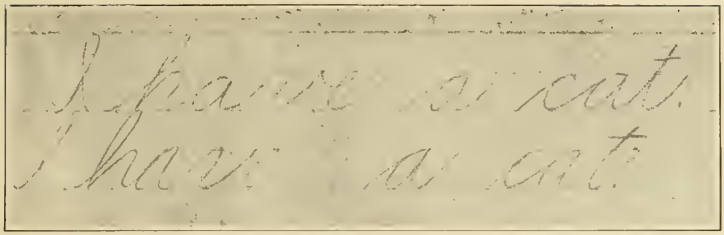
The next meeting will be held in Cincinnati, Ohio. Plan now to be there. Mr. Garbutt, with his excellent corps of assistants, will see that members who attend the Association are entertained and well taken care of.



A very practical alphabet from one of the students in the Barnes Commercial School, Denver, Colo. Norman Tower is the enthusiastic penmanship teacher. The original was written in a thin ink and looked more uniform in color than the reproduction.

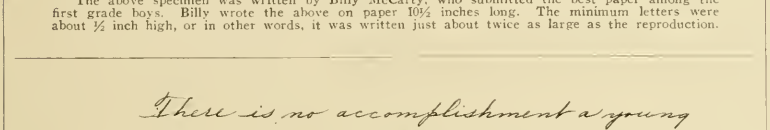


Elizabeth Parker is a student in the Pitman, N. J. Public Schools. Mabel Lafferty is the penmanship teacher. Miss Lafferty is securing fine results and writes very well herself.

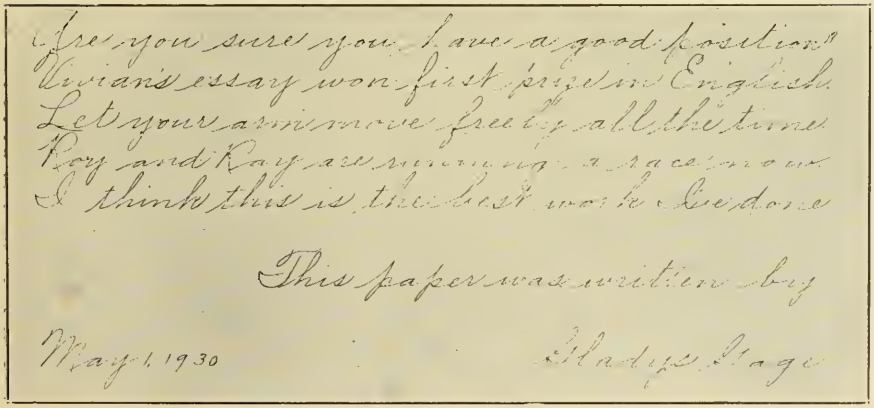


C. A. Flickinger, County Superintendent of Schools, Akron, Ohio, each year has a penmanship contest among the boys and girls of the eighth grades. We selected the winners of this contest and found some very fine work being done in all the grades. In holding this annual contest, Superintendent Flickinger is doing much for handwriting in the Summit County Schools.

The above specimen was written by Billy McCarty, who submitted the best paper among the first grade boys. Billy wrote the above on paper 10½ inches long. The minimum letters were about ½ inch high, or in other words, it was written just about twice as large as the reproduction.



This shows how the pupils of Oakland, Calif., write. Miss Willamae Wade is a pupil in the Lockwood Junior High School. Miss Calla Monlux is the teacher.



This shows writing done by Gladys Gage, a pupil in the McKinley School, Parkersburg, West Va. No Junior High School pupil should be satisfied until he can write a hand as easy and as readable as this specimen.

COMMERCIAL OCCUPATIONAL SURVEY

Goldey College, of Wilmington, Del., has just completed a commercial occupational survey of fifty business firms in the city of Wilmington. The survey was supervised by Jay W. Miller, director of courses. Other members of the faculty participating in the survey were W. E. Douglas, president; J. E. Fuller, vice-president; G. R. Eikenberry, W. R. Kiddoo, Alvah S. Phillips, E. E. Ragan, and R. N. Foulke.

Mr. Miller states that, while the survey was not exhaustive, it proved decidedly helpful in determining and defining the needs of the community.

Average salaries were computed in eight classifications in the commercial occupations. The average salary of 709 men was found to be $43.66 per week and for 471 women, $23.57 per week. 221 men in the selling group averaged $52.99 per week, 117 men in the accounting group averaged $39.51 per week, 91 men in the transportation and storing group averaged $33.88 per week, and 154 men in the general clerical group averaged $30.57 per week. It was found that 140 women in the general clerical group averaged $22.28 per week and 175 women in the secretarial group averaged $24.78 per week. The selling group was the most remunerative for the men.

Questions were asked concerning the attitude of these employers toward graduation from high school, college or university, and from business school, in prospective office workers. 11% required graduation from high school, 87% preferred it and 2% said it was immaterial. None required graduation from college, 56% preferred it, and 44% said it was immaterial. 19% required graduation from business school, 74% preferred it, and 7% said it was immaterial.

Various commercial and some academic subjects were listed and the employers were asked to specify the subjects which they felt should be emphasized more in our schools. The summary showed the order of preference as follows: English, spelling, commercial mathematics, business correspondence, office practice, penmanship, bookkeeping, typing, shorthand, salesmanship, business organization and public speaking.

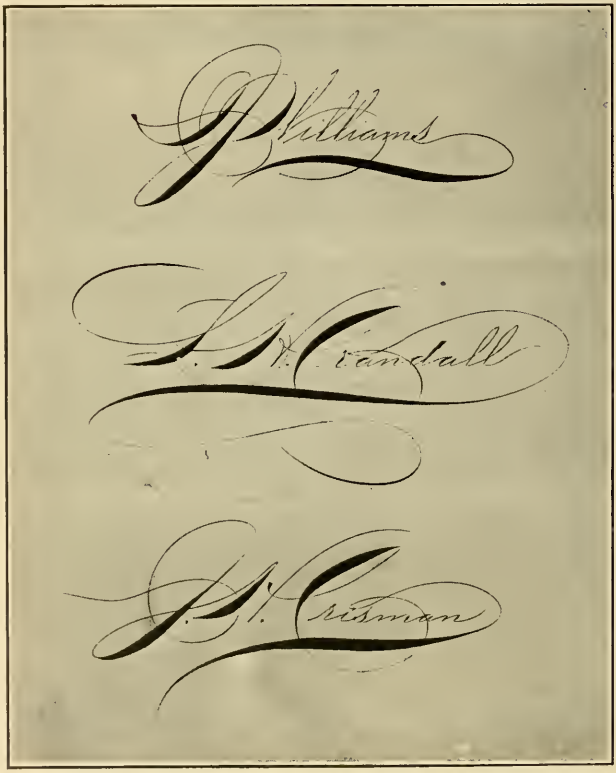
In listing the person qualifications which they required when employing young commercial workers, the order of importance was summarized as follows: honesty, sense of responsibility, accuracy, initiative, health, punctuality, industry, attention to details, tact, neatness, explicit obedience, and manner of address. The employers were unanimous in stating that these personal qualifications should be stressed more in our schools.

The annual rate of turnover among young commercial workers was estimated by the various firms as ranging from zero to 80%. Fifteen firms reported their turnover as 5% or less. The mediam was approximately 10%.

In replying to the question as to the chances of promotion for young commercial workers in their business, 33% stated it was "excellent," 42% "good," 21% "fair," and 3% "poor".

As to whether selling was becoming a more and more important phase of their business, 93% answered in the affirmative and only 7% in the negative.

These commercial occupational surveys have been undertaken in a number of cities by various educational agencies with the object of furnishing specific information in building courses of study in the schools, and for the installation of such office appliances as will most nearly meet the needs of the community. Few business schools, however, have attempted such a survey.



For many, many years A. W. Dakin, Central Business College, Syracuse, N. Y., has been turning out high class penmanship. He has stood near the top of the profession since the day when Madarasz, Zaner, Bloser and Dennis were in their prime. These signatures were written by Mr. Dakin a few days ago.

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The first of a series of fifteen sweeping, graceful flourishes by that wizard of the pen, Francis B. Courtney.

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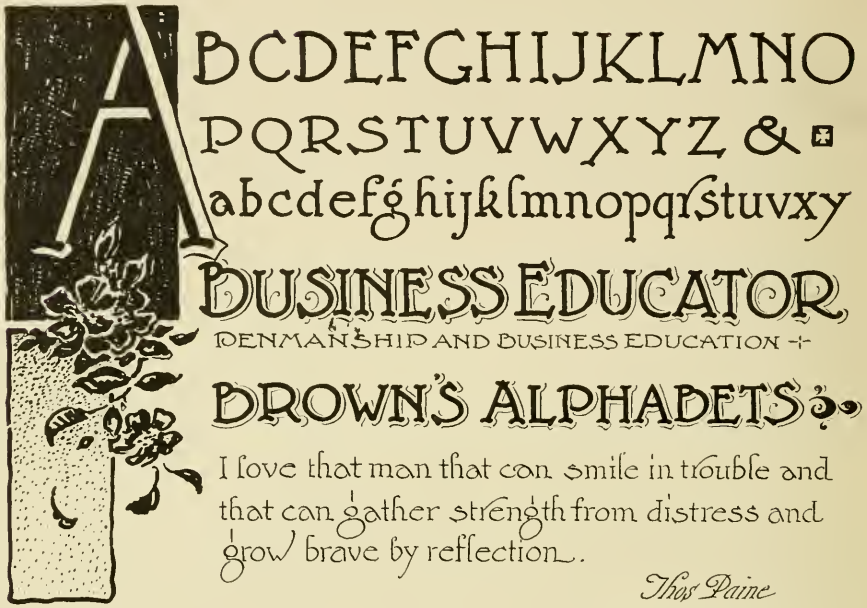
Single Stroke Lettering

You will need some Esterbrook's drawing and lettering pens, numbers 2, 3 and 5, Zanerian ink, carboard or heavy drawing paper. Fountain attachments for pens will save frequent dipping in the ink. The flow of ink will also be regulated by the fountain.

Lay off roughly in pencil for spacing only. Use the No. 2 pen for the larger letters. The form and character of these letters will need careful study. Practice on each letter separately until a degree of accuracy is attained. This style is a good one for the brush and is very useful for all purposes where rapidity and legibility are demanded. The initial "A" and spray of roses show an effective combination of coarse lines and dots made wholly with a No. 2 Esterbrook drawing pen. The specks of white paper in background relieve the solid black and add to the tonal value of the design. All lines must be made free hand for the most artistic results.



The best and most important part of every man's education is that which he gives himself.

The above was written by Mr. Viergever, Mankato Commercial College, Mankato, Minn.

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Teachers' Agency, Missoula Montana
Member Nat. Assoc. Teachers' Agencies

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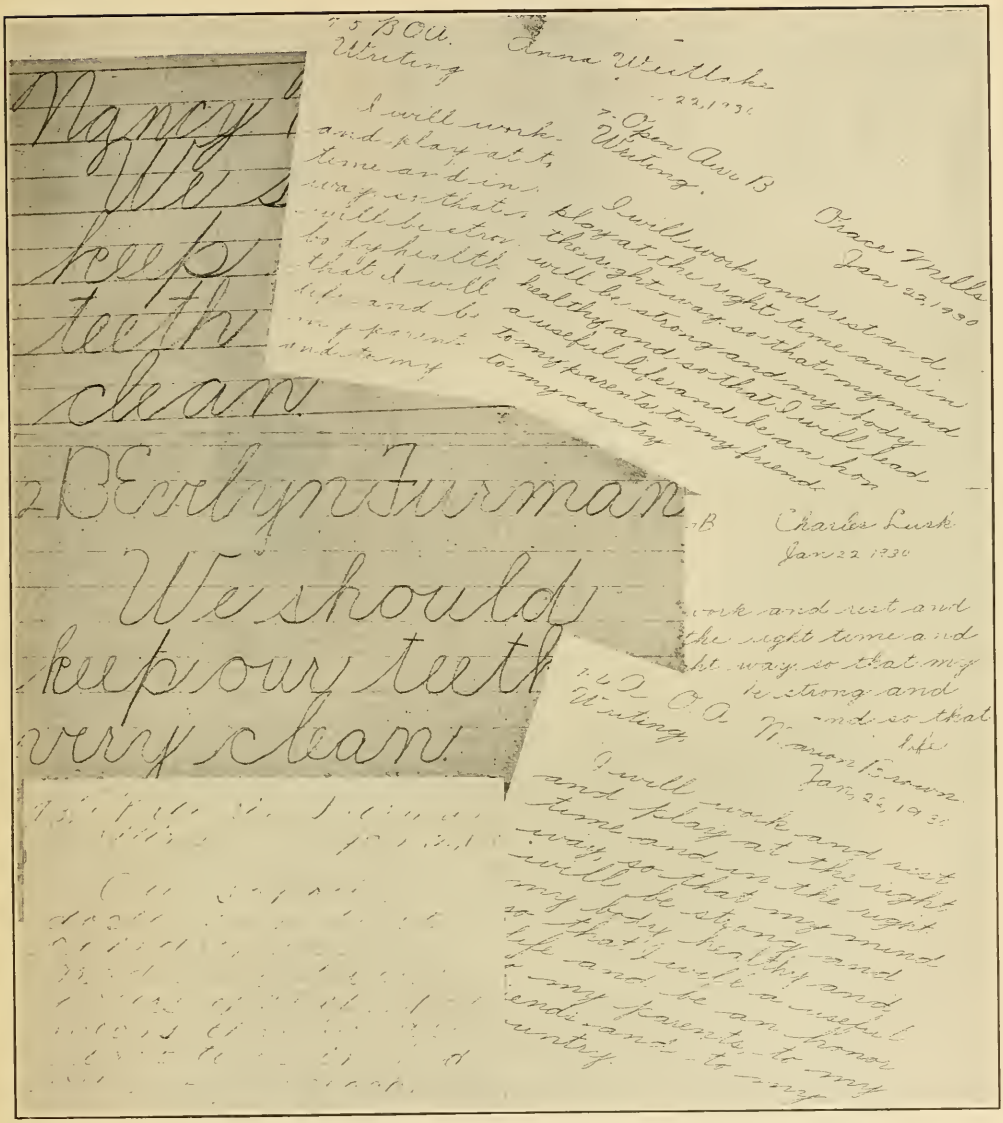

MRS. LANDON'S OPEN AIR SCHOOL

We take our hats off to Mrs. Landon and to her efficient corps of assistants. The above is a reproduction of some of the fine results she is getting in the Open Air School No. 7 in Binghamton, New York.

The papers were written in a temperature of fifty-six degrees. Ten minutes each day is devoted to the regular writing period.

The entire group are physically handicapped. The cases differ, such as tubercular contacts, heart types, gland disorders, nervousness, underweights, etc. The children are only admitted to the school through the advice and consent of Dr. Sears, chief of the school medical staff.

NEWS NOTES

Mr. Walter C. Lowrie, recently head of the commercial department of the State Teachers' College, Wayne, Neb., is now teaching in Beacom College, Wilmington, Del.

Miss Dorothy V. Cornell of Kewanee, Ill., is a new commercial teacher in the Detroit Public Schools.

Mr. Clarence B. Brouilette, last year head of the Typewriting Department of the South Shore Secretarial School, Patchogue, Long Island, is now teaching in the School of Commercial Sciences, Woonsocket, R. I.

Mr. Thomas J. Toole, recently with the Steubenville, Ohio, Business College, is now Manager of the Youngstown, Ohio, Business College.

Mr. W. Roy Smith of Oneida, N. Y., will teach the coming year in the High School at Bernardsville, N. J.

Miss Alvena Halverson, last year with the Port Jervis, N. Y., High School, is a new teacher in the High School of Commerce, Detroit, Mich.

Miss Evelyn M. Griffin, recently a commercial teacher in the High School at Bellows Falls, Vt., has accepted a position to teach in the Billerica, Mass., High School, the coming year.

The **Misses Ursula Athenstadt** of Grundy Center, Ia., **Minnie Tracey** of Mason, Ill., and **Ruth Kelsey** of Chewelah, Wash., are new teachers in Kinman Business University, Spokane, Wash.

Mr. James L. Crowley, last year with the Eastman School, Saratoga Springs, N. Y., is a new commercial teacher in the William H. Hall Senior High School, West Hartford, Conn.

NEW LIGHTLINE SHORTHAND
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MR. W. H. SHAW

Our esteemed friend, Mr. W. H. Shaw, President of Shaws Schools, Toronto, Ontario, Canada, has been known to us in so favorable a way that we have solicited some facts for publication concerning his career. In connection with his portrait on this page we are pleased to present a short sketch of this successful business educator contributed by Mr. E. J. Kneitl of Stratford, Ontario, one of his many admirers and a former student.

The history of Mr. W. H. Shaw is perhaps unique among business educators. He first opened his eyes on the light, the 1st of April 1858 in the Township of Camden, Kent County, and received his early education in the public school and, by assiduous application has reached the heights in his profession as a penman, teacher and business educator.

Mr. Shaw established the Central Business College in Stratford in January, 1887, and for many years this school was carried on very successfully.

In 1892 Mr. Shaw moved to Toronto and since that time has established the twelve Shaw Day Schools and one Shaw Correspondence School. He is well and favorably known throughout Canada.

Mr. Shaw has held important municipal positions and stands high in Masonic order and church matters.

His many friends will, I am sure, be pleased to hear of his continued success.

Summer School for Commercial Teachers
Three Months Divided Into Two Terms
First begins June 9—Second July 14, 1930. Twelve college hours offered. Accredited by University of Kentucky. Possible to graduate by taking summer school work from year to year.
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Trips to Mammoth Cave and Chattanooga

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in your spare time at home. Thirty Lesson Plates and Printed Instructions mailed to any address on receipt of two dollars, Cash or P. O. Money Order.
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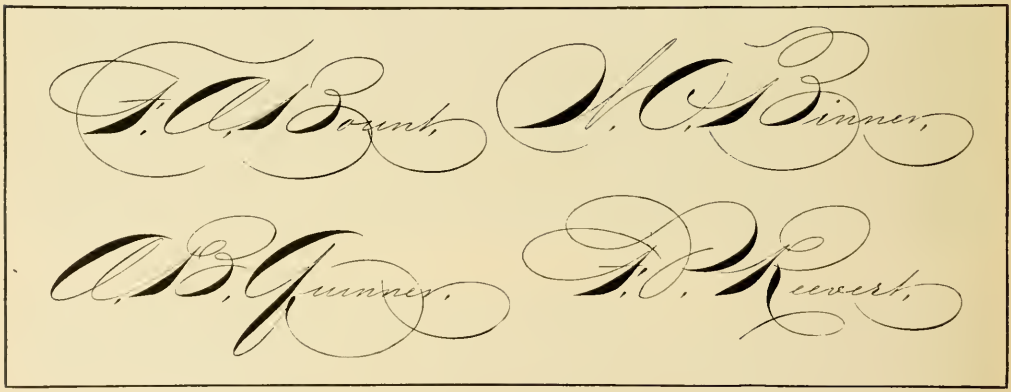
Washington, Pa., has a new Commercial College. The Penn State Commercial College opens its doors in the Chamber of Commerce Building in the heart of the city. Thorough courses will be given in Bookkeeping, Shorthand, Typewriting, Stenotypy, Salesmanship, Accounting, Business Administration, etc. The President of the new school is C. G. Shaffer, who received part of his commercial training in Columbus, Ohio. He has had 20 years experience in Commercial Education. The other members of the faculty are May A. McCoy, Mrs. C. G. Shaffer, C. C. Devine, J. Walter Barnes, Rhoda B. Muntzing, and R. V. Arbogast.



Signatures by Courtesy

GREETING THE STUDENT

Most students feel very strange on entering a new school, but there is a school here that no newcomer need dread. "Pop" Whitten, as the president of the Woodbury Business College, Los Angeles, is called, has established a "greeter" system, whereby each new student is assured of being made one of the "family."

When a new girl, for instance, enters this school, she has a small card pinned on her which reads, "I'm a new student (name)— make me feel right at home." She is then introduced to her "greeter" who is wearing a badge with her name on it. This older student carries the new student's books to the locker and helps her off with her wraps and then proceeds to show her the school.

The "greeter" locates the rooms for the newcomer; introduces her to the teachers and fellow students; explains about school activities; explains about the street car and bus system of the city, and tells of cozy lunch rooms or restaurants in the vicinity. The new student is then ushered to her first class.

The first Monday (after entrance) in assembly, the new student's name is announced together with the name of her former school, city, state, or country, (as the case may be). She is then asked to arise so that all may be able to recognize her in future, and welcoming applause is given.

The greeter, for two or three days, follows the new student to see how she is getting along. But after the first day, the new student already feels as if she were an old member of "Pop's" and Mrs. "Pop's" happy family.

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J. E. O'SULLIVAN

Mr. J. E. O'Sullivan, O'Sullivan Business College, Montreal, P. Q., Canada, who conducts one of the largest and most progressive business colleges in the American continent, paid us a visit last month. It was a pleasure to meet Mr. O'Sullivan and talk over the history of penmanship. He is one of the old time penmen, having studied with A. D. Taylor, C. A. Faust, D. B. Williams and other famous penmen when they were students. He became an exceptionally fine penman. We expect to publish some of his work later in the Educator, which we are sure you will find a treat.

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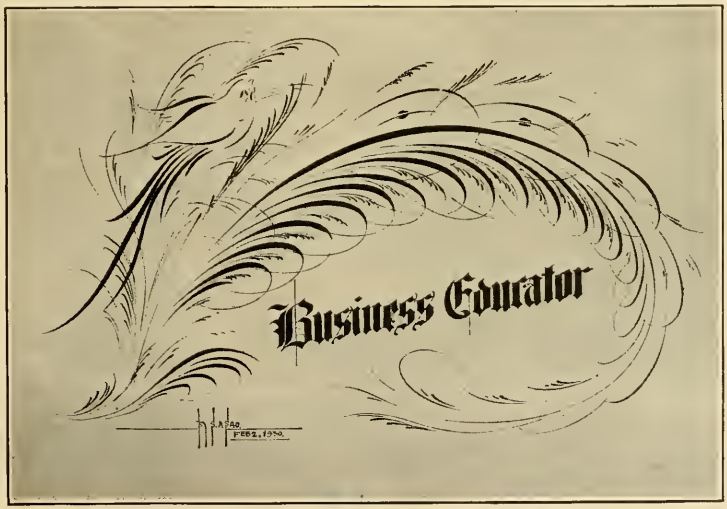

This "Songbird in the Thicket" came all the way to us from S. Asao, No. 10, Itchome, Kitashimmachi Higashiku, Osaka, Japan.

A flourish by H. P. Behrensmeyer, Gem City Business College, Quincy, Ill.

This set of ornamental capitals was written by Austin Jones, Massey Business College, Houston, Texas. Mr. Jones is a very skillful penman and has had years of experience in the teaching of handwriting.

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(Six units of credit, or equivalent, at this point)		
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Fifth step	1820	1720
Sixth step	1880	1780
Seventh step	1940	1840
(Six units of credit, or equivalent, at this point)		
Eighth step	$2040	$1940
Ninth step	2100	2000
Tenth step	2200	2100
(Six units of credit, or equivalent, at this point)		
Eleventh step	$2300	$2200"

Supt. Frederick F. Martin of Santa Monica Schools not only believes in handwriting, but he believes that teachers should know how to teach it and should be able to write themselves. More power to Supt. Martin.

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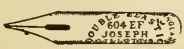

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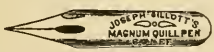

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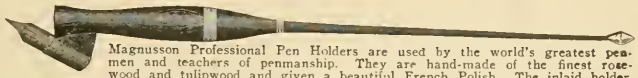
E. E. GAYLORD, Mgr. Prospect Hill, Beverly, Mass.



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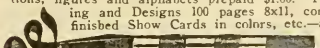

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Bangor, Me. Mar. 5. '04.

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Dear Sir, We mail you our printed matter to which we invite your attention. If you want expert teachers the newest and best methods of instruction and the benefit of a modern up-to-date school, you will find this one adapted to your requirements.

We aim to guard the interests of all pupils most judiciously.

Very truly yours,

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One of F. B. Courtney's finest ornamental letters.

BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to enable our readers to determine their value.

Experiments With Handwriting, by Robert Saudek. Published by William Morrow & Co., New York. Cloth cover, 395 pages.

Mr. Saudek, a handwriting expert, opens up in this book a whole field that has been practically unknown. Mr. Saudek has disclosed and explained certain principles which govern all handwriting. He applies these principles to the selection of persons for different kinds of work, court proceedings, school tests, etc., where a knowledge of character is necessary. This is a book for the general reader, the executive, the personnel director, the student of graphology, and all who are interested in the psychology, of handwriting.

"All writing," says Mr. Saudek, "is brain writing depending upon the visual memory, mood and character of the writer, rather than upon the mechanical act of setting down the words."

Character, however, is but one of the twelve factors which cooperate in the shaping of individual handwriting. Mr. Saudek has been engaged in this work for 26 years.

The Department of Superintendence, Eighth Yearbook, The Superintendent Surveys Supervision. Published by the National Education Association of the United States, Washington, D. C., February, 1930. Cloth cover, 471 pages.

WHY THIS YEARBOOK IS NEEDED

By Every Superintendent of Schools

It sets forth a sound and workable philosophy of supervision.

It presents objective data as to the values of supervision.

It shows how superintendents help their supervisors to improve their professional and personal equipment, so that they are better liaison officers and have a better perspective of their various activities.

By Supervisors and Principals:

It shows what supervisors must know and what they must be able to do.

It presents case studies of how they have developed teachers to overcome their difficulties.

It compares the value of individual and group conferences.

It offers definite help in the planning of supervisory programs.

By All Those Offering Courses in Supervision

It summarizes much of the best material which has been published on the subject of supervision.

It presents a vast amount of new material fresh from the field.

It presents verbatim reports of conferences held by supervisory officers with individual teachers in their attempts to improve teachers' work.

It not only reviews current practices in supervision, but it goes further and suggests experimental studies.

It includes carefully prepared bibliographies.

It discusses rural as well as city school supervision.

It outlines the kind of training needed for success in supervision.

It presents material well-organized for class discussions.

CONTENTS

I. The Meaning and Necessity of Supervision.
II. The Functions of Supervision.
III. The Duties of Supervisory Officers.
IV. Types of Supervisory Organization.
V. The Planning of Supervisory Programs.
VI. Evidences of the Value of Supervision.
VII. Suggested Experimental Studies in Measuring Supervision.
VIII. Curriculum and Course of Study Making as Factors in the Improvement of Instruction.
IX. Training for Supervision.
X. The Training of Teachers in Service Through Supervision.
XI. Supervisors' Conferences and Meetings with Teachers.
XII. Creative Supervision.

These twelve chapters constitute a unified report which was two years in preparation by a group of college specialists and superintendents of schools outstanding in the field of supervision.

General Business Science with Projects in Business Science, Parts I and II, by Lloyd L. Jones and Lloyd Bertschi. Published by the Gregg Publishing Co., New York City, N. Y.

Although this book is designed for the Junior Business Training field, it meets, as its name implies, the information, exploration, and guidance aims of the junior high school. Throughout the volume, the point is brought out that all persons are living in the economic community; that business is the great social agency; that it is good citizenship to know about business. The first seven units of the book and accompanying project material provide orientation—an omnibus trip through the great fields of business activity. The remaining units comprehend the application of the social and economic knowledges and appreciations previously gained, to business functions and services, clerical practices and office procedures on a level with the occupational opportunities available to students of junior high school age and on a level with their community experiences. The two pads of Business Projects offer an abundance of try-out or exploratory material.

This book and project material were built upon research and experience and do not stand merely upon the position and opinion of the authors. Not only the attitude of the business man who is looking for a more intelligent and more efficient employee has been kept in mind, but also the opinions of business men who feel that they can deal more intelligently with customers, consumers, and clients who know something about business. The text and practice materials were built from the cooperative study of clerical service and office practice made by the office managers and the public schools of Cleveland, Ohio.

The many projects offer distinctly interesting unique and progressive material. They are designed to be used by the teacher as the basis of teaching situations; they motivate the pupils' activities; and they offer a wealth of exploration and guidance as well as plenty of practice in specific office occupations.

Mr. B. Bargen, Oxford High School, Oxford, Kan., is doing fine work in both Business and Ornamental writing. Specimens have recently been received from him.

The Le Master Institute removed from its quarters at 508 First Avenue on March 5, to its new building at 604 First Avenue, Asbury Park, N. J. The new building is particularly adapted to school purposes and with some extensive alterations will be one of the finest in this section of the country. Dr. Walter P. Steinhaeuser has been president since 1926.

Leslie E. Jones, Penman and Card Writer of Elbridge, N. Y., is making rapid strides in his profession. One of the finest specimens we have ever seen from his pen has just recently been received.

Some very beautiful pen flourishes have been received from **Edwin Anderson,** 618 6th Avenue, E., Duluth, Minn. Mr. Anderson is working from the book, Fascinating Pen Flourishing. He is developing remarkable skill in this fascinating branch of pen art. Working on this work will give Mr. Anderson more skill in handling the pen than any other branch of the penmanship art.

Miss Priscilla Bullukian of Reading, Mass., has recently accepted a position as commercial teacher in the Junior High School at Stoneham, Mass.

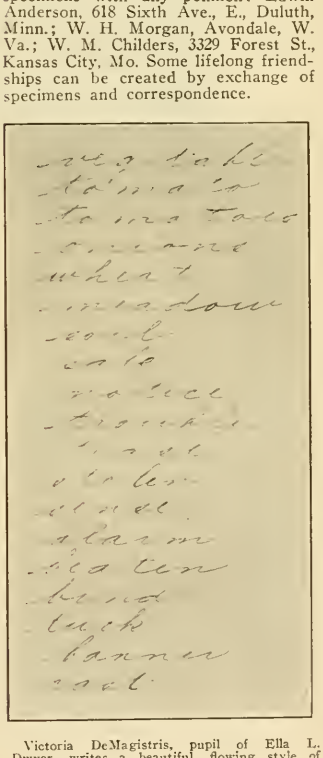
Miss Cleo Rayl of Cedar Falls, Ia., is the new head of the Commercial Department in the High School at Atlantic, Ia.

Walter E. Fairman of Amherst, Mass., has accepted a position in the department of business administration at Bluefield College, Bluefield, W. Va. This is a standard junior college. Mr. Fairman is a good penman and is not overlooking the importance of good penmanship.

Goldey College, Wilmington, Delaware, recently held graduating exercises for the forty-third class. Diplomas were given to 111 students. U. S. Senator Hastings was the presiding officer and U. S. Senator Barkley was the principal speaker. More than 1000 persons attended the ceremonies.

EXCHANGE DEPARTMENT

The following are willing to exchange specimens with any penmen: Edwin Anderson, 618 Sixth Ave., E., Duluth, Minn.; W. H. Morgan, Avondale, W. Va.; W. M. Childers, 3329 Forest St., Kansas City, Mo. Some lifelong friendships can be created by exchange of specimens and correspondence.



Victoria DeMagistris, pupil of Ella L. Dwyer, writes a beautiful, flowing style of penmanship in all of her daily subjects. She attends the Irving Street School, grade 6, Johnstown, N. Y.

This alphabet is worth studying. Mr. Walter of Winnipeg, Canada, who made the alphabet, is one of the finest engrossers in Canada, or for that matter, anywhere.

Signatures by F. B. Courtney.

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We have calls for Teachers from Colleges, from Private Schools and from Public Schools.

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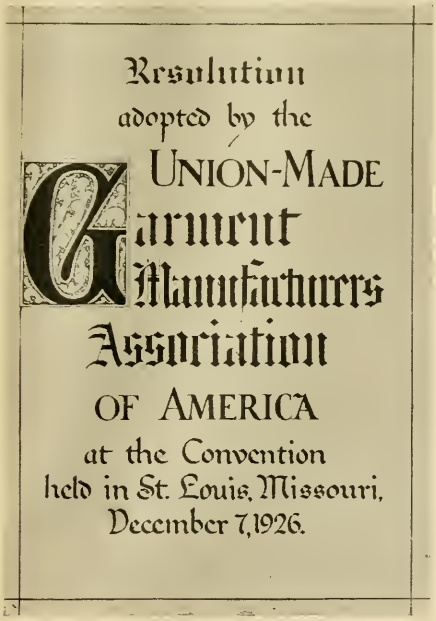

The seventh of a series of album pages from the Harris Studio, Chicago, Ill.

IS PROHIBITION WORTH KEEPING ?

STARTING May 5th, The Christian Science Monitor, in a series of twenty articles, will give a friendly, well-reasoned presentation that will answer the above question.

Both wets and drys will receive a hearing in this series . . . Leading wets will give their criticisms and arguments against prohibition . . . Prominent drys will make reply.

Although many phases of this National Question have been dealt with before, the Monitor will, step by step, go over our ten years of experience under the Eighteenth Amendment in order that it may present from every standpoint a well-rounded digest of the complete case for prohibition.

If you are one of the many who believe in prohibition and yet are at a loss to give a logical defense for your belief, you will want to read this series and hold it for future reference. If you have a friend who is undecided, mildly wet, doubtfully dry, or who is simply open to argument, you will want to bring this digest to his attention.

The articles will appear in twenty issues, starting May 5th and ending June 14th. Subscriptions for this six weeks' period are offered for $1 (4s. 2d.).

THE CHRISTIAN SCIENCE MONITOR,
107 Falmouth Street,
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ELMER WARD BLOSER

Memorial Resolutions

The National Association of Penmanship Teachers and Supervisors which convened at Detroit, Michigan, in April, adopted Memorial Resolutions on behalf of our esteemed friend and co-worker, Elmer Ward Bloser, for many years President of The Zanerian College, Columbus, Ohio.

It is the desire of the Association to have these Resolutions illuminated, framed, and placed in the Zanerian College. But in order to bring this to a realization, it will be necessary to raise the funds by subscription.

At the Detroit Convention, our President, Mr. Kirk, appointed a committee to effect a plan whereby such a fund can be collected in time to have the adopted resolutions ready for inspection at Cincinnati in 1931.

A special appeal is being made to all members of the N. A. P. T. S. and to all those who have ever attended the Zanerian College, to share in this tribute by making a small contribution. Please send your personal check to E. A. Lupfer, who has been appointed Treasurer, 612 N. Park St., Columbus, Ohio. The names and addresses of all contributors will be recorded in a book made especially to accompany the Resolutions.

Chairman Resolutions Committee.

The National Association of Penmanship Teachers and Supervisors which convened at Detroit, Michigan, in April, Nineteen Hundred Thirty, adopted the following resolutions:

First: That, on May Twelfth, Nineteen Hundred Twenty-nine, when

ELMER WARD BLOSER

exchanged this life for the LIFE to come, our profession hade farewell to one of the world's most skillful penmen and one of the most inspiring teachers.

Second: That, as a Penman, he was recognized as one of the finest in the profession, being a product of that famous Oberlin, Ohio, College which gave so many penmen to the educational world. He also received special training under the master critic, Platt R. Spencer, Jr. His marvelous skill placed him in company with those artistic penmen who have answered the call—

Taylor, Madarasz, Zaner, Flickinger.

Third: That, as a teacher, his enthusiasm, patience, and human touch were excelled only by his modesty. He inspired confidence, developed real character, and stimulated an interest in the better things of life. These qualities, together with his rare skill, his matchless humor, and his encouraging words, won for him friends everywhere.

Fourth: That, as an editor, he was fearless, loyal to his convictions, and ambitious to serve the profession. Among his later achievements, it is generally conceded that his contribution to

CORRELATED HANDWRITING

received greater attention from educators than any other of his publications.

Fifth: That, as a father, he was kind, considerate, and generous, always ready to sacrifice himself, his time, and his pleasures in order to be of service to his family. His whole life reflected a right understanding of courtesy, reliability, industry, and moral courage.

Sixth: That, to his widow, Rebecca Sayers Bloser, who was always his safe counselor, and to his four children, we extend our deepest sympathy in this great sorrow, knowing that the memory of his purposeful life and his constructive work will be an inspiration to those who advance the standards which he advocated and upheld.

Seventh: That, to those who "carry on," we express our realization of the irreparable loss to the Zanerian College; but it is our earnest hope that the ideals of Honor, Truth, and Manhood exemplified by this distinguished leader will ever be guiding stars in maintaining the good work and reputation of the Institution which was made possible by the many sacrifices and combined efforts of

Charles Paxton Zaner
and
Elmer Ward Bloser.